

UBEA

Business Education

Forum

OCTOBER, 1955
VOL X, NO. 1

UNITED BUSINESS EDUCATION ASSOCIATION

In This Issue

- NEWS OF UBEA AND THE AFFILIATED ASSOCIATIONS
- SHORTHAND
- TEACHING AIDS
- TYPEWRITING
- BASIC BUSINESS
- BOOKKEEPING
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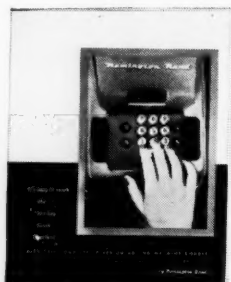
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The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892 and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946.

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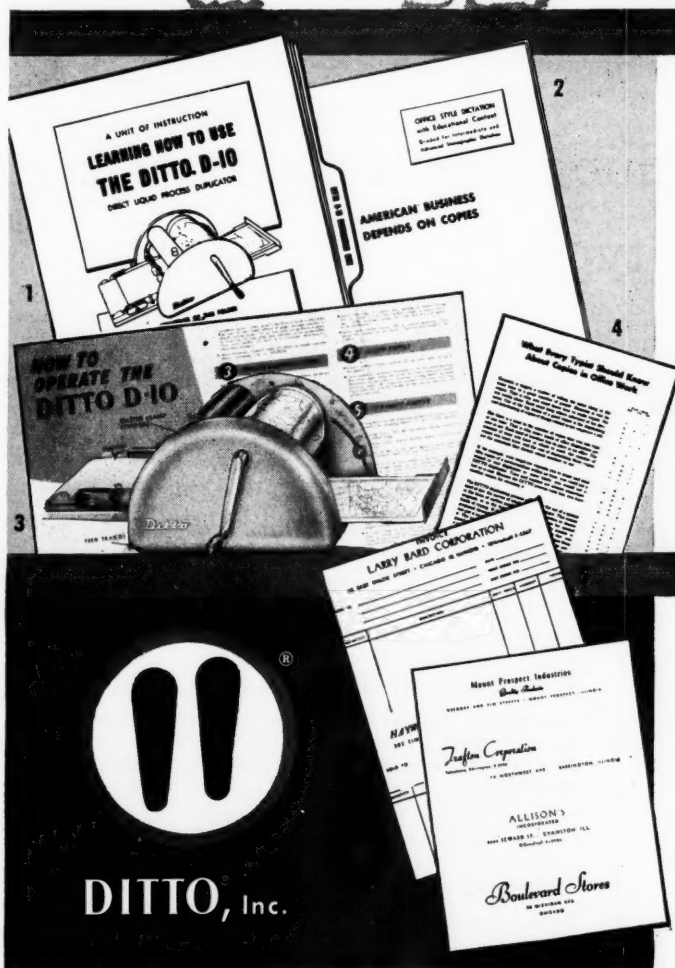
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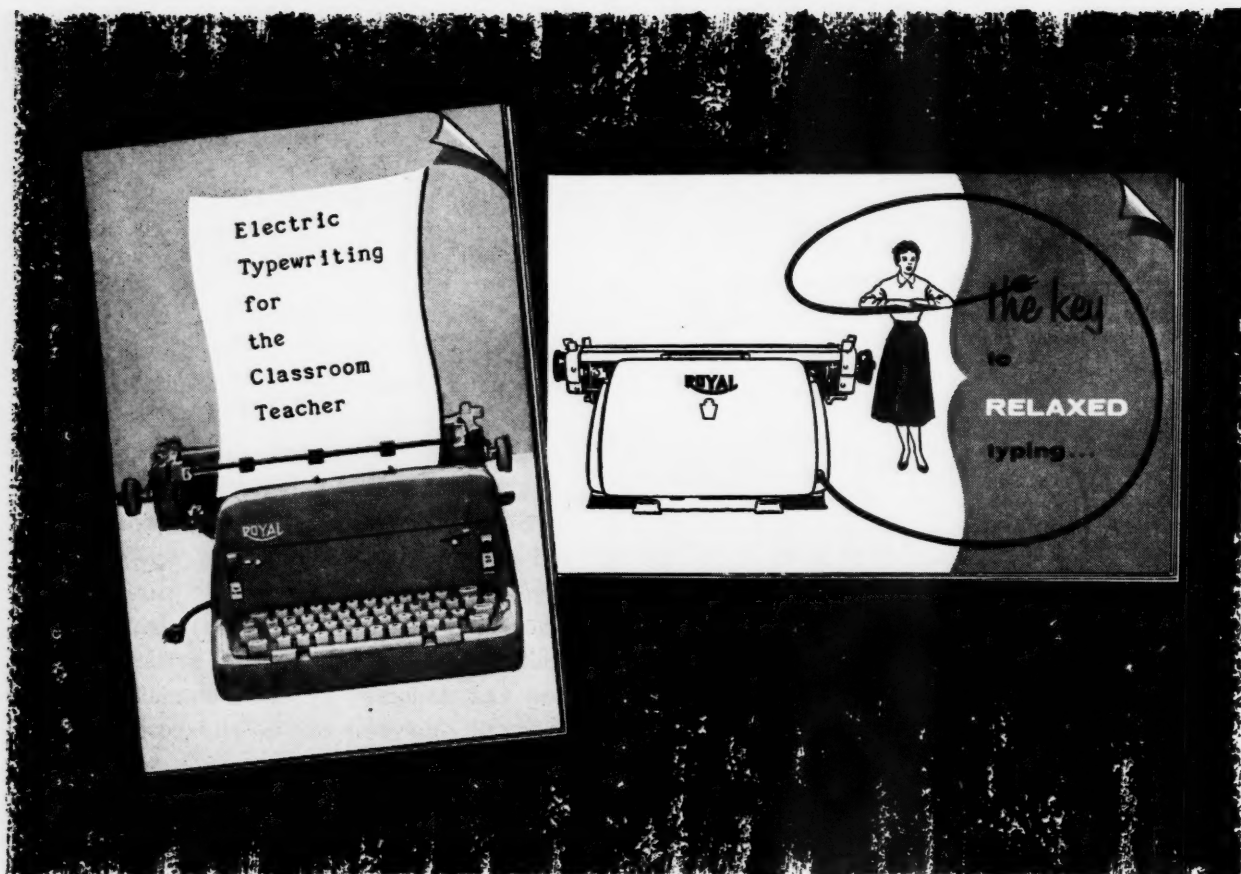
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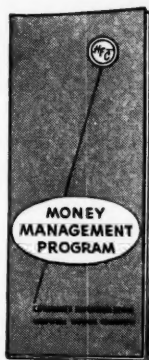
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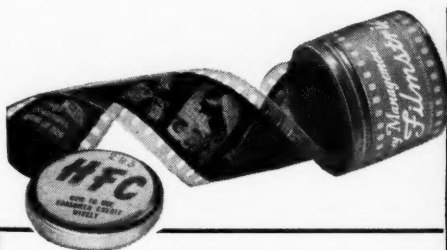
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Teacher-Pupil Planning in Shorthand

In This Issue

► The articles in the Feature Section (pages 11-12) of this issue emphasize certain aspects of providing opportunities for student participation in planning and carrying out learning activities in shorthand. Teachers in areas other than shorthand will find the suggestions presented by the contributors to be adaptable and useful in their own classes.

► The eight articles in the Services Section (pages 23-36) may be just what you are looking for to aid in solving a perplexing problem for instilling enthusiasms on the part of students.

► News reported in the In Action Section (pages 37-50) is almost a "Who's Who in Business Education." Unfortunately, space is not adequate in this issue for publishing all the items received from the UBEA and its divisions, regions, affiliated associations, sponsored youth organization, and cooperative projects. In the WCOTP conference report (page 40), it is quite evident that there are many common teaching problems. As business educators, it is our duty and our privilege to become interested in the improvement of teaching in all parts of the world. A good place to begin is in our own classrooms.

► Many ideas which promote better business education are found in this issue of the FORUM. Clip 'n Mail the coupons for additional ideas and aids offered by the FORUM advertisers. You will be glad you did!—H.P.G.

Editor: Shorthand Forum Section
D. L. CARMICHAEL
Michigan State University, East Lansing

DURING THE PAST quarter of a century, increasing thought has been given to the nature and extent to which students should participate in the learning situation. The stimulus for this thinking has come, in the main, from two sources—the concern as to how democratic citizenship may be developed in students and newer concepts as to how learning takes place. As a result of this thinking, a methodology has been developing by which it is conceived that democratic citizenship may be developed and learning enhanced. This method is commonly referred to as teacher-pupil planning.

A basic tenet of the philosophy of teacher-pupil planning is that the primary function of education in the United States is to develop democratic citizenship. That the primary function of education in the United States is to develop people capable of living successfully in a democracy is, in a sense, a truism; for the school as an instrument of society must prepare the children entrusted to it for successful participation in that society, and democracy is the major commitment of the people of the United States. Teacher-pupil planning conceives that the characteristics and skills necessary for democratic living are developed through practice in democratic living. Therefore, if educational programs are to develop democratic citizenship, social environments must be created which will enable students to practice democracy in the school.

Practicing democracy in the school involves giving students the experience of cooperatively planning and carrying out their learning activities with their teachers. The basic concept of teacher-pupil planning is that students are provided genuinely cooperative experiences in all phases of the learning situation. That is, all group members share in determining purposes, choosing topics, finding and using materials, formulating and presenting the results of study and experiences, evaluating how effectively purposes have been achieved, and making new plans on the basis of the experiences which have resulted.

Teacher-pupil planning does not conceive that providing students with genuinely cooperative experiences in the learning situation absolves the school and the teacher from responsibilities for directing students in the learning situation. The school must devise a curriculum structure which will insure a breadth of experience without precluding the opportunity for student participation in the teacher-pupil planning process. Extensive preplanning by teachers for the classroom situation in terms of comprehensive surveys of possible problems, issues, activities, teaching aids, and the like that might be used in cooperatively planning units of work with students is necessary so as to achieve a high quality of work when planning and working with students.

The teacher has a crucial role to play in the teacher-pupil-planning classroom. The developing concepts of group process throw light on the nature of this role. Group-process concepts conceive that the teacher serves the group as a guide and adviser rather than as a master. Group-process concepts with respect to characteristics which a group should possess also give insight into what the teacher-pupil planning classroom might be like if it is operating most effectively.

Optimal utilization of teacher-pupil planning is often impossible because of limitations inherent in the group or in the situation in which the group finds itself. Lack of skill in students is one such limitation. Where students have

(Please turn to page 22)

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THE Forum

Teacher Preplanning for Shorthand Learning Activities

The activities for each student should be those which enable him to have the experiences he needs to produce the desired learnings.

By LILLIAN L. BIESTER
Arizona State College
Flagstaff, Arizona

WHEN STUDENTS SHARE in planning the learning activities for a class, the preplanning that the teacher does is something quite different from the traditional course plans and lesson plans.

Student participation in classroom planning is a feature of the experience curriculum. It is based on the idea that *learning is change in behavior* resulting from experience. The chief function of the class is to provide opportunities for students to have experiences that can produce significant learning. The *experience unit* is a device for providing these opportunities. The experience unit is an organization of related activities designed to reach a goal that has arisen from the needs of the students and is recognized by them as an important goal. In this connection, the term *experience* means the adjustment process that takes place within the individual as he interacts with his environment. It should be distinguished clearly from the term activities. *Activities* are the efforts the student makes to reach his goal. Through his activities he will have experiences.

In any course the kinds of opportunities for experiences that will be included, and the sequence of those opportunities, should depend upon the previous experiences of the learners. Since the experience takes place within the learner and each new experience builds upon preceding experiences, the help of the learner is needed in planning both the scope of the course and the sequence of learning opportunities.

When students share in planning classroom activities, the teacher cannot set up in advance course content and a sequence which will be followed inflexibly because he does not know in advance what the outcome of his joint planning with students will be. The teacher does plan in advance, however. His planning is of two kinds: (1) over-all plans for the course and (2) unit plans.

The Over-all Plans

In making over-all plans, the teacher will consider the limits of the area in which the work is to be done. Within these limits, he considers the situations or problems that students are likely to meet. His acquaintance with students and with the demands of the area enable him to

select problems that are likely to be considered important by the members of the class. If there are more problems than can be dealt with in the time allotted, he selects those that are likely to be of most immediate concern to the students who are to be in the class. For these problems, he plans and assembles resource materials to assist him in guiding the students as they explore their own needs, select their problems, and work to solve them.

In initiating over-all plans the teacher should answer these questions: (1) What are the limits of the area with which this course deals? (2) What situations or problems in this area are students likely to meet in everyday living or in occupational life? (3) Are some of these problems of more immediate concern than others? (4) If there are more problems than can be dealt with in the allotted time, on what basis can the problems for study be selected?

If a teacher is making over-all plans for the advanced shorthand class, for example, he knows that within this area the students will have problems such as these:

- How can I achieve a satisfactory shorthand writing rate?
- How can I transcribe letters correctly?
- What are effective techniques for taking dictation?
- How can I take lecture notes in shorthand and use them to advantage?
- How can I take notes at meetings and transcribe them in usable form?
- How can I use shorthand in composing letters?

These are samples of the situations or problems that students are likely to encounter in the use of shorthand. The preplanning of the teacher will provide for as many problems of this type as he thinks the students in his class may want to select for study. Sometimes part of the preplanned materials will not be used because a particular group of students will not regard them as sufficiently important; sometimes the students will want to consider problems for which the teacher has not made specific plans. The scope of the course must be flexible enough to allow for such differences in interests.

The teacher's plans are definite but subject to change. They are of value in clarifying the teacher's own thinking and in serving as a source from which to draw while planning with students.

"Motion studies have revealed that a rapid performance is not just a slow performance speeded up."

Preplanning for Skill Development

In the initial development of a skill, such as that of writing shorthand, the sequence of experiences for learners will be influenced by the concept of skill learning which the teacher uses as a basis for guiding the progress of the students. If the teacher regards the process of skill development as one of proceeding from the general to the specific, the learning process will begin with an introduction to the skill as a whole. The student's first learning activities will contain all the elements of a complete performance. His first efforts will be those of reacting to the performance as a whole. Through succeeding activities, refinement of details and precision of performance will emerge.

If the student is to have the opportunity of reacting to a complete pattern of the skill that he wishes to develop, the teacher will have to make possible the use of a complete pattern. The complete pattern for the shorthand skill will require the use of learning units large enough to express whole thoughts. Rapidity of movement is an essential part of a complete performance in shorthand writing. Motion studies and moving-picture studies have revealed that a rapid performance is not just a slow performance speeded up. The movements used in a rapid performance are different from those used in a slow performance; hence speed will be included as one of the elements of a complete performance, and a satisfactory speed-motion pattern will be established before accuracy is emphasized.

Unit Procedure

When the selection of problems for possible inclusion in the course has been made, the next step in the preplanning is the construction of a resource unit for each problem. Before discussing the structure of the resource unit, it might be well to review the method of working out an experience unit with a class, since the resource unit is designed to facilitate that method of study.

The opening days of the course are spent in discussion by students, under the guidance of the teacher, of the problems they believe should be included in the course. If the students, because of lack of knowledge and because of inexperience, are unable to make a complete analysis of their needs in the area, the teacher draws upon his over-all plans to supplement the students' proposals. A list of all problems suggested by class members is written on the blackboard by one of the students. When the list appears to be complete, the group scrutinizes it, eliminating some items, perhaps, and combining or modifying others, until the list seems adequate and satisfactory to all. This becomes the scope of the course. It may be revised later if the students see ways of improving it.

From the final list of problems, the group decided which problem shall be the first to be studied. They

analyze the selected problem and formulate in writing the specific objectives they will try to reach as they work on it. When they are clear on what they propose to do, their next task is consideration of the means by which they may reach their objectives. They will canvass materials to be used, action to be taken, sources of help to be sought, desirable ways of working to be set up, plan for budgeting of time to be determined, and responsibilities to be taken by groups and by individuals.

Then the work begins. At intervals, small groups or the entire class come together to report on findings, to exchange information, to discuss new questions that have arisen, to appraise progress, to revise plans, and to decide on next steps.

Eventually the work culminates. The problem appears to be nearing a solution. Then the group plans ways of discovering to what extent the objectives have been reached.

The resource unit which the teacher constructs before all this activity takes place gives him the supplementary material and the security he needs for guiding and augmenting the work of the students. What must a resource unit contain to serve this purpose?

The Resource Unit

Anything that gives promise of being useful in helping students toward the goal or goals specified in the problem may be included in a resource unit. There are five features, however, that should be included in every resource unit.

The first of these five essential features is a clear statement of the problem. The statement must amplify the unit title to such an extent that the problem is delimited and the meaning unambiguous. A problem statement for a unit entitled, "How Can I Take Notes in Shorthand and Use Them to Advantage?" might be this:

Taking shorthand notes on a lecture is different from taking verbatim dictation. The writer must sift, weigh, and pass judgment on the ideas being expressed by the speaker and at the same time record quickly in shorthand only the ideas that appear to be most important. After the lecture, the notes may need reworking in some form to make them as usable as possible. Through this unit, an attempt is made to discover efficient techniques for doing these tasks and to develop skill in using the techniques.

The second essential feature of the resource unit is a list of objectives drawn from the problem and stated in terms of desired student behavior. If learning is change in the student's behavior, and the most important aspect of school work is his behavior, the objectives ought to be focused on that. Some objectives suitable for the problem on taking lecture notes in shorthand, written from the student viewpoint might be these:

My work on this unit should enable me to:

"Every evolution device must have a direct relation to one or more of the objectives."

1. Determine the important ideas in a lecture as it is being given.
2. Select and record those ideas quickly in my own words.
3. Write the shorthand outlines with sufficient accuracy for recall at a later time.
4. Read the shorthand outlines for the meaning conveyed.

Essential feature number three is a list of activities for students that may help them reach the objectives. Every activity must bear a direct relation to one or more of the objectives for the unit. More activities will be devised in the preplanning than any one class would need; but, to insure development of every aspect of the problem, the teacher uses the preplanned list of activities to supplement those suggested by class members in the class planning sessions. Thus, a wide range of suggestions will be most helpful. Certain activities will help some students; other activities may be more meaningful to other students. The activities for each student should be those which enable him to have the experiences he needs to produce the desired learnings. Some activities suitable for the unit on lecture notetaking in shorthand might be:

1. Record in shorthand the assignment made by a teacher and use it later in preparing the assignment.
2. Take notes on a lecture or discussion, writing as much shorthand as possible.
3. Read the notes before the next class meeting, circling all doubtful outlines and all words for which shorthand patterns are needed.
4. Read and compare notes in the class session, observing which ideas were considered important by different members and obtaining correct patterns for the doubtful words.

These four activities are samples; there would, of course, be others in an adequate list for the unit.

When the work on the unit draws to a close, the students will evaluate what has been accomplished by them

toward a solution of the problem. The teacher will include in the resource materials a variety of devices that can be used to appraise progress toward the objectives. Here again, every evaluation device must have a direct relation to one or more of the objectives. It may not be necessary to use any of these evaluation projects because the students may have sufficient ideas of their own for evaluation. The teacher has the preplanned list, nevertheless, for suggestions in case the students need this help. Oftentimes, paper and pencil tests are not suitable or are inadequate for evaluation purposes. Other devices may shed more light on actual achievement. An evaluation device for the unit on lecture notetaking could consist of a checksheet on which are listed the objectives that were chosen by the students when they planned the unit. The student could rate himself on his progress toward each objective on a four-point scale of excellent, good, fair, and still needs attention. The teacher might also rate each student's achievement on this scale as he sees it. A conference between teacher and student in which the two ratings are compared and discussed would contribute further to the evaluation, and, if a grade for the unit were needed, it could be agreed upon jointly.

The fifth necessary feature of the resource unit is the list of references, audio-visual aids, community resources, and other materials pertaining to the problem that may be available.

Complete resource units of the type described in this article are found in a publication of the Minnesota State Department of Education, Curriculum Bulletin No. 9, *A Guide for Instruction in Business Education*. Of especial interest to shorthand teachers would be the unit, "How Can I Transcribe Letters Effectively."

Student Participation in Shorthand Classroom Activities

By WILLIAM E. JENNINGS
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MUST A STUDENT give, share, contribute, express, initiate, and evaluate in order to learn? The answer is, yes. But how can all this be done in a shorthand class? A teacher recently said, "We do not have time in our class for student participation, for we have only a limited amount of time to develop, in our students, an employable skill. We are forced to leave those student participation activities for other teachers who are not responsible for the vocational success of their students."

Because the shorthand teacher is responsible for the

vocational success of the students is the reason why he must provide for student participation in the classroom activities. Participation not only promotes a proficiency in the skill of shorthand; it also develops important personal skills, which are a must on any job, such as, self-confidence, co-operation, respect for others, reflective thinking, fluency in speech, good work habits, and resourcefulness.

Shorthand teachers do have a specific job to perform, namely, the training of students and the developing in

"It is the responsibility of the teacher to see that the participation by pupils is a real participation."

them a skill which is acceptable in the business world. The shorthand course should be an intensive course. Not one moment of class time should be wasted. Students should not be permitted to waste time by engaging in long discussions, nor should the teacher waste precious class time reading instructions or directions, giving discourses, or grading papers.

It is not the purpose of the contributor to suggest adding non-essentials to a class period, but rather to intensify student participation in the classroom activities so that learning shorthand can be done in a minimum amount of time and at the same time give opportunity for the students to develop themselves so that they may become acceptable employees and good citizens of a democracy.

The purposes of this article are: first, to emphasize the importance of student participation in the classroom activities, and second, to suggest activities which give opportunity for more student participation in the shorthand class.

Importance of Student Participation

Regardless of the subject to which one is assigned, the teacher should not lose sight of the over-all educational objectives, namely, the developing of citizens for a democracy, the attaining of insight into democratic values, the achieving of personal adequacy by the student and the acquiring of a feeling of personal adequacy, the accomplishing of the ability to sense and to solve problems by thinking scientifically, and the acquiring of knowledge and growth in specific skills.

For maximum growth on the part of the student, teachers should plan for psychologically and logically sound activities. It is also the responsibility of the teacher to see that the participation by pupils is a real participation. Real participation means first-hand experience in an interesting activity which gives evidence of wholesome growth on the part of the student.

Learning is inherently creative. Even the shorthand class must provide experiences for creative adventures with ideas, people, office procedures, materials, and office equipment. In this process the student has the opportunity to discover for himself how a skill in writing shorthand fits into the business picture and how he, with his individual characteristics, fits into the same picture. This kind of information tends to help students realize the reasons for developing the skill and therefore prepares the way for real learning and individual satisfaction.

Since much of learning occurs in a social setting, many activities of the classroom should be geared to small groups and to office jobs in the community, thereby helping students to understand and to appreciate the interrelationships of classroom work with the work of the business world. Learning is dynamic and integrating. To learn a lesson in shorthand because it was assigned by

the teacher is not sufficient reason for learning it, and under such conditions the minimum amount of learning will take place. The high school student is very active and he "goes after" and learns what he feels he needs to know. When a student feels he needs to know, the learning is then integrating and unifying and enables him to obtain the required skills and to meet the emotional and social problems which he faces in the school and which he will have to face on the job. Student experiences are concrete and active rather than abstract and passive. Therefore, participation and first-hand experience should be a part of every learning situation.

The major and all-inclusive task of the teacher is that of guiding learning. The excellent teacher spends a large part of his time and energy in planning, guiding, and evaluating the outcomes from learning activities in which pupils participate.

Learning is easier and more meaningful for the student when he can actively participate. It is much more effective for a student to visit an office and then come to the teacher and say, "In order to get the job I want, I need to be able to take dictation at 100 words a minute," than for the teacher to stand before a highly selected group of students and end a discourse by saying, "You have to take dictation at the rate of 100 words a minute in order to get a passing grade." Who cares about a passing grade? Only a small percentage of high school students—those who plan to go to college and the boys who want to play football—will have any concern about a passing grade. And they are not interested in grades; they are interested in going to college and in playing football.

Teachers are realizing more and more that grades, external rewards, and punishment are poor bases for motivation. Too many of those who teach shorthand still reward, threaten, and punish their students. First, teachers reward the good students by permitting them to take shorthand and penalize the less fortunate ones by rejecting their requests to enroll in shorthand classes. Business teachers tend to like to teach shorthand. Is it because shorthand students are usually highly selective? High ability students need little teaching. Average students and many below average students can learn shorthand. Not with the same degree of grace and speed as the top-flight students, but they can learn it. Any person who can learn the English language can learn shorthand. Students vary in ability and in interest, and by the same token employers vary in their ability to pay employees. Many employers cannot afford top-flight stenographers, and they would be happy to have an average-ability person as an employee. In some instances both the employer and the employee would benefit if the new employee could take dictation at the rate of 80 words a minute and could

transcribe at the rate of 30 or 35 words a minute. So, why must teachers require of all shorthand students the same speed and the same degree of accuracy? More participation in the classroom will open doors for more students. Regardless of the ability of the students, participation in the classroom tends to create interest, enthusiasm, cooperation, understanding, appreciation, and confidence in one's own ability.

Suggested Activities

Many shorthand teachers develop classroom routines which involve, to some extent, student participation. Such routines are effective in the learning of shorthand if alternation and variety are given special attention. The mere change from one activity to the next renews interest and attention. Teachers have found the following activities to be profitable because they tend to involve student participation:

1. Concerted spelling, reading, and copying from the teacher's blackboard outlines.
2. Individual spelling, reading, and copying from the teacher's blackboard outlines.
3. Concerted and individual reading from the textbook.
4. Taking dictation from the teacher or from recordings.
5. Brief discussion and questions concerning new theory.
6. Individual reading back of dictation.
7. Generalization drills and shorthand penmanship practice.

This type of student participation is good enough, but it is not broad enough.

Some suggested activities which will tend to provide for further student participation in the shorthand classroom are described in the following paragraphs.

Establishing Goals

The student and teacher should cooperate in establishing individual short-range and long-range goals commensurate with the ability, needs, and interests of the student. The teacher should make it possible for at least some of the students to visit business firms in the community to gain knowledge concerning requirements for employment. From such visits students will receive first-hand knowledge concerning the quality and quantity of production that business requires. This information will enable the student to estimate the amount of effort and time necessary in preparation to meet the demand. Thus, the teacher's responsibility is to open paths that lead to the establishment of goals. Definite goals for the end of the year should not be established until the teacher has had opportunity to become thoroughly acquainted with the student. Short-range goals may often be established by the student. But the establishment of long-range goals can best be made during an individual conference with the student. If time does not permit for individual con-

ferences with each student, conferences may be arranged with small groups of students. After goals have once been established, students should be required to attain them. Students tend to set their goals high. Care should be exercised, therefore, that goals are not set beyond the ability of the students.

Participation in Classroom Planning

The primary purpose of teacher-pupil planning is to create a classroom atmosphere that will facilitate learning on the part of the student and guidance on the part of the teacher. It is true that much group planning in a shorthand class can involve a great loss of time; however, some co-operative planning is absolutely essential. Student participation in planning study periods, kinds of daily tests or reviews, visits to business firms, classroom behavior, and assembly programs will pay enormous dividends.

Students should participate in planning and arranging for the group to see and to hear experts from the field. With a little help from the teacher, students can carry full responsibility to interview, to invite, and to introduce guests. Students should also plan and arrange for the evaluation of the various activities. Students are always anxious to plan and to arrange for field trips, movies, and film strips.

Students should be given the opportunity to help create a business-like atmosphere in the classroom in order to give the room an office atmosphere which is certainly preferable to the traditional classroom. Small groups or committees will enjoy being responsible for the arrangement of furniture in the room, for planning regular bulletin board displays, for taking daily attendance, for checking up on irregularities in classroom behavior, for reporting significant facts concerning shorthand, and for the organization of a shorthand club. A shorthand club is advantageous, for it gives an opportunity for valuable group discussion, which so many teachers feel should not take place in the regular class period. The activities of the club should grow out of and tie in with the classroom activities.

Using the Blackboard

Students hesitate to write shorthand on the board until they have had some practice. In the early stages of writing shorthand, some blackboard work by students promotes interest in thorough preparation and in writing correct outlines. Teachers should present new work from the blackboard, but students do an excellent job if given three or four minutes each day to present the review work from the board. Students should be given advance notice when they are to have charge of the review so that they may be thoroughly prepared. Students will spend a

"More participation in the classroom will open more doors for students."

great deal of time practicing on the blackboard in order that they may give a commendable demonstration. In one school where students had charge of the daily reviews, an English teacher complained, "There is shorthand on my blackboard every day, and I have noticed it on other blackboards throughout the building; I think something should be done about it." Of course, the shorthand teacher wants the students to write shorthand, anywhere and all the time. One teacher reserves a corner of the blackboard for notices, bits of information concerning members of the class, or jokes—of course, everything in this corner must be written in shorthand. Students take delight in reading from this corner each day. Any shorthand student has the privilege of writing on this section of the board.

Participation in Dictation

Students delight in bringing materials to class for dictation, and the group will enjoy the wide variety of materials. In the course of the year, various students should be given the opportunity to dictate to the class. Advance notice should always be given to the student who is to dictate so that he will be thoroughly prepared. Students will generally follow the pattern which has been established by the teacher. When a student dictates to the class, it gives the student a feeling of real participation; it gives the class a change; and it gives the teacher an opportunity to observe closely the students while they write, giving them individual attention and special help.

Participation in Group Evaluation

It is time well spent to have periodic evaluations. These evaluations should include more than a formal test or examination. Evaluations should involve the students and the teacher and should be concerned with goals and objectives of the course and the progress that is being made in achieving them. The process of evaluation should be aimed toward providing pupils with experiences in making interpretations, adjustments, and choices in regard to achieving their goals and objectives. These evaluations may be in the form of a question-and-answer forum, committee reports, panels, or a general class discussion. Shorthand is a tool used for communication purposes, and many of the problems involved in learning how to handle this tool efficiently are comparable to the problems of learning language. Reading, speaking, and writing are all phases of using a language for communication. In addition to an evaluation of progress in shorthand, students should evaluate themselves and one another on such points as: ability to meet people, efficiency, ability to get along with people, effectiveness of speech, courtesy, honesty, cooperation, initiative, dependability, manners, willingness to work, resourcefulness, and tact.

Participation on the part of students promotes both proficiency in the skill of shorthand and develops the personal skills so important for successful employment. Isolated teaching or the narrowing of a subject has no place in business education. There should be more student participation in the shorthand classroom.

Teacher-Pupil Participation in Shorthand Evaluation

By HARM HARMS
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EVALUATION is the toughest problem in education! It brings about an argument in almost any group at a moment's notice. It has probably caused more heartaches, incited more frustrations, induced more disappointments, and called into being more invectives than any other single activity in education. When interest lags in a methods class, one needs only to mention something having to do with testing, grading, or marking, and things perk up immediately.

There was a time (about a decade or so ago) when it was thought that the matter of evaluation had been

solved. The technique was to compile a number of test items, leaving space, of course, for the candidate to make his plus or minus marks on the evaluation instrument; then the teacher would juggle the true-false manifestations of learning outcomes according to certain scientific formulae. This procedure would produce the raw score, which in turn would have to be interpolated on the basis of other national factors so as to give the percentile. The teacher would then have to use her own best judgment to transform the percentile score into an *A*, *B*, or *C* score for the grade card. It was a new deal in grading, but it often turned out to be a raw deal for the student. Somehow the results didn't seem to square with all the high-sounding objectives established at the beginning of the term. It brought about remarks such as, "Look what she

did to me," "I never thought she would ask that," "That sure was a 'duzie'," "Where do you suppose she dug up those questions?" One teacher made the remark, "I give a test and then run." Run, I suppose before the avalanche hits. The feeling that all isn't well with the system of grading has struck many teachers at one time or another, causing them to look for something different, something that will stand the light of day and the scrutiny of parents and students.

Certainly there must be some basic foundation stones upon which schools can build that evaluation structure, stones that will withstand the storm of protests with which many teachers are all too familiar, or stop those storm clouds from forming in the first place.

In this article an attempt will be made to jot down a few of the basic principles and then follow them through in a typical teaching situation. Since "Student Participation in Learning Activities in Shorthand" is the theme of the October issue of the FORUM, these remarks on evaluation are planned to fit into that general framework.

To do a good job of evaluating outcomes in shorthand, there is need for teacher-student co-operation (1) on objectives, the *what* of the situation; (2) in the learning procedures, the *how* of the matter; and (3) in evaluation, the *how much* or *how well* of the project at hand.

Teacher-student planning in all these areas has for many years been in effect in some schools, is routine in most elementary classes, and is predicted by most curriculum experts as a definite trend for the high school of the future. This statement was challenged by a colleague a few days ago; will the reader, therefore, who already accepts these theses please pardon the documentation of the point in question.

In predicting the future in curriculum trends, Romine says that student-teacher planning, with all its resultant improvements in the handling of individual differences, is to be more prevalent in the coming decade. "As authoritarian policies and practices recede, there will emerge an increasingly varied pattern of co-operative endeavor involving students and teachers and affecting very much the role of the teacher in modern education."¹

In *Public Education Under Criticism* the authors say, "When pupils know the 'why' and are active participants in the planning process, they achieve better and more intelligently. . . . Teachers probably have spent more time and devised more techniques to develop parent and citizen understanding of what they're teaching than they have in creating a similar pupil understanding."²

Saucier, in commenting on the elementary school, states, "There is much evidence that at least a small num-

ber of teachers has been successfully following the principles of democracy (co-operative planning and evaluating). Educational literature abounds with illustrations. Common observation, too, reveals a trend toward democratic practices."³

In *Helping Children Learn*, Progan and Fox say, "... Certainly it is logical that the school serve the basic needs of children. And the *need to be needed* is one of the most pressing."⁴ If students work with their teachers in planning, in working out procedures, in checking on results, in functioning on grading committees, they *know* they are needed.

Just off the press, *Administration in Profile for School Executives* contains these lines: "In planning with persons (teachers with students) whose effort must be depended upon to carry out an activity which has been planned brings those individuals into a relationship favorable to their wanting to participate in the activity and favorable to their understanding of it."⁵

Koos, the well-known junior high school authority, states, "Pupil-teacher planning is one of the distinguishing characteristics of the core curriculum. . . . Superior teaching has often, not to say always, involved use of it in some degree."⁶

The Association for Supervision and Curriculum Development states, "A good curriculum is not something imposed from outside by principals, supervisors, college professors, or county or state curriculum experts. It is one developed from within by teachers with the assistance of the administrative and supervisory staff. *Children, too, are consulted* in planning and evaluating the learning activities. Thus a good curriculum is the co-operative effort of parents, children, teachers, and administrators who are conversant with all aspects of the program and enthusiastic about it because they believe in it."⁷

Harms⁸ has advocated teacher-pupil planning and democratic procedures in evaluating outcomes in business education.

Basic Principles in Evaluation

There are three basic principles that enter into the situation.

PRINCIPLE NO. I. Any evaluation of effort covering a given period of time must be made against the back-

¹W. A. Saucier, *Theory and Practice in the Elementary School*, The Macmillan Company, New York, 1951, p. 95.

²Peggy Progan and Lorene K. Fox, *Helping Children Learn*, World Book Company, Yonkers-on-Hudson, New York, 1955, p. 45.

³Harlan L. Hagman and Alfred Schwartz, *Administration in Profile for School Executives*, Harper & Brothers, New York, 1955, p. 162.

⁴Leonard V. Koos, *Junior High School Trends*, Harper & Brothers, New York, 1955, p. 64.

⁵American Association for Supervision and Curriculum Development, *Group Processes in Supervision*. Washington, D. C.: the Association, a department of the National Education Association, 1948, p. 16.

⁶Harm Harms, *Methods in Vocational Business Education*, South-Western Publishing Co., Cincinnati, 1941, pp. 107-8, 28-29, 63, 100-101, 210-211.

¹Stephen A. Romine, *Building the High School Curriculum*, The Ronald Press, New York, 1954, p. 495.

²Winfield Scott and Clyde M. Hill, Editors, *Public Education Under Criticism*, Prentice-Hall, Inc., New York, 1954, p. 370.

ground of objectives established for that span of time. Students must either help establish these objectives or must be willing to underwrite them. "What shall we try to accomplish this term?" should be settled by mutual agreement.

Teachers are so prone to think of objectives as something formal and cold, perhaps, because they are usually stated in carefully chosen terms, boiled down into power-laden, but not too meaningful, epigrams. It is often hard to project their thinking a year or so in advance when these objectives will affect the life blood, the personality, the earning ability of the youngster now in class.

Here are a few lines from a letter just received from Marjorie Laskey, of Toledo, Ohio. Just a year ago she sat in a typewriting class and helped to formulate the objectives that were to guide her efforts for the term. Observe the enthusiasm, the evidence of objectives having been translated into actual living. These fulfilled objectives are now a part of the new Marjorie.

I have the most marvelous job on earth and I have you to thank for it. . . . Everyone is pleased with my work. I have a lot of typing to do—much work on the Dictaphone, sort mail, handle phone calls, relay complaints, type letters, telegrams, stencils, envelopes, and many other things. I love my work, especially when I am typing transfers or vouchers or orders. Next to Miss _____ I am the fastest typist here. I have never worked at anything which I loved so much. . . ."

Speaking of the importance of objectives, a few hours ago the writer was interrupted in the writing of this article to go to church. A statement made by the Rev. Milton M. McGorril (Orono, Maine) still rings in his mind and is most apropos. "The most important factor in making life worth the living is to find out what you want to do and then do it." The same truth was discovered by Solomon long ago. All industrial researches point in that direction. The importance of objectives mutually established and co-operatively achieved can hardly be denied.

What do student-teacher-formulated objectives look like? The following is a copy of the list of objectives agreed upon in a class in second-semester shorthand at Capital University (Columbus, Ohio) last year. It will serve as an illustration. "Be it hereby agreed," says the class, "that by the end of the term we want to reach these goals, and we want to do the things which are listed below:

1. Write shorthand so that we can read it back fluently. Remarks made by graduates now working, quotations from executives, comments heard at a meeting, all put together have convinced us of the need for this skill.
2. Practice reading shorthand outside of class; we think this will help us read back more fluently and will help us with our shorthand.
3. We would like to be able to take dictation on new matter, not too difficult, at about 100 words a minute.

4. Those of us who could write some shorthand when we came would like to develop speeds as high as possible, maybe 120 or so.
5. We would like to do a little transcription each day so as to give us a good start for the regular transcription course next fall. It will help us to get jobs. Some of us do not plan to come back.
6. Some of us are still a little rusty on brief forms. We think we should take up the brief form paragraphs (context brief-form matter) again as we used to do.
7. We think we did better when you tested us now and then on words, especially since these tests do not affect our grades.
8. We think the speed building drive should be harder and longer. Sometimes we stop just when we are getting warmed up.
9. Since some of us are planning to become teachers, we should like more experience writing on the blackboard.

These are the objectives, then, that guided the efforts of teacher and student in this particular class. Whether or not these objectives are valid is for the moment beside the point. The thing that matters is that in the light of their present understanding, both teacher and class agreed that *this* is what they wanted to accomplish during the coming term. Having established *what we wanted to do*, the next step followed quite logically—*how should we do it?*

PRINCIPLE NO. II. Since they are the ones who have to do the work, students should have a share in establishing the procedures by means of which these objectives are to be accomplished—with the help and guidance of the teacher.

Usually an objective can be accomplished by one of several different routes. If the class likes the "scenic route" best, it should be taken, even if there is a small detour.

The following "Operation Rectangle" is the result of the working of the entire class on the project. This is how *they* preferred to spend the period. It may not be perfect in every respect, but it is how they wanted to use their time.

THE SHORTHAND RECTANGLE

(A student-teacher project on procedures)

Activity	Time
Warm Up _____	2 min.
Students write memorized material on blackboard or in notebooks. They start as soon as they enter the room.	
Check Up on Reading Speed _____	3 min.
Students work in pairs; read to each other from the day's lesson for one minute; record score.	
Daily Brief Form Check Up _____	*3 min.
Students compose paragraph using the brief forms under consideration. They take this material from dictation, checking key words.	
Word List Check Up _____	*3 min.
This is used on days when there are no new brief forms. Same procedure.	

"A student-teacher grading committee can be helpful in preventing misunderstandings in the area of evaluation."

Activity	Time
Preview on Today's Dictation	4 min.
This is today's lesson, the material introduced yesterday.	
Dictation on Today's Lesson	10 min.
Students can read this material fluently; have had preview and review. Good average speed; no undue pressure.	
Presentation of Tomorrow's Lesson	6 min.
Here the Leslie technique is used—spell, spell, spell; also special preview to tomorrow's speed letter.	
Today's Speed Letter or Paragraph	10 min.
Students have prepared this material especially for speed building. This is an intensive drive for maximum speed.	
Dictation for Transcription	3 min.
In early stages, taken from today's lesson; later on, easy new material.	
Transcription	7 min.
All students transcribe one short exercise; good students do additional work.	
Closing Activities	2 min.
Time clock rings two minutes before regular bell to give students time to set room in order.	
Total Time	50 min.

*Only one of these two word check ups given in a period.

PRINCIPLE NO. III. Teacher and students should work together in planning the best way to evaluate learning outcomes in the light of mutually established objectives.

How well have we done that which we mutually agreed we wanted to do and have done by mutually developed procedures? Pupil-teacher planning in this area is relatively rare. The first step is to make the transition from the "I" to the "we" attitude. It is not so much a matter of how well did I do as a teacher or how well did the students do, but rather, how effective have we, the teacher-student combination been in realizing our objectives? After much discussion and frequent revisions, the follow-

ing plan was agreed upon by class and teacher as the best and fairest method to evaluate the work of the period and to translate such evaluation into the necessary school marks.

FIVE-PART GRADING PLAN FOR SHORTHAND (A teacher-pupil project in evaluation)

Item	Score
Reading	
One-half student's actual reading speed. If student reads 240 words a minute, his score will be	
	120
Brief Forms	
Actual per cent of key words given in context. If a student misses one out of 20 merits, his score will be	
	95
Word Lists	
Use with caution and numerous safeguards. Only 85 per cent accuracy required. If a student writes 80 words out of 100 correctly, his score will still be	
	95
Dictation Speed	
Since this is perhaps the most important factor, the score is double the dictation speed. If a student takes dictation at 110, his score will be	
	220
Transcription	
A usable transcript merits 100 points. Five points are deducted for each error. If a student makes two errors, his score will be	
	90
Total Score in Points	620

A student-teacher grading committee can be quite helpful in preventing misunderstandings in the area of evaluation. Such a committee usually consists of three members: the teacher and two students, usually a boy and a girl. The students are elected by the class. It is the business of this committee to assign grades on the basis of the pattern outlined above. Students are urged to bring any complaints directly to the student members of this committee and then if necessary to the teacher. There are very few complaints and still fewer that need the attention of the teacher.

Limitations to Student Participation in Learning Activities in Shorthand

By D. L. CARMICHAEL
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IN THE editorial in this issue, teacher-pupil planning was identified as the method by which democratic citizenship may be developed and learning enhanced. The basic concept of teacher-pupil planning is that stu-

dents are provided genuinely cooperative experiences in all phases of the learning situation.

In efforts to implement the philosophy of teacher-pupil planning for business education, the area of shorthand poses more difficulties than any other area. These difficulties arise from certain distinctive features of the area of shorthand as contrasted with other areas within business education. These distinctive features point to certain limitations to student participation in learning activities in shorthand. It should be noted, though, that within the philosophy of teacher-pupil planning there is recognition of the fact that the form and extent of student participation opportunities will vary among different areas of learning.

"Students cannot share in planning for working on something about which they know nothing."

Limitations in Skill Areas as Contrasted with Non-Skill Areas

If students are to participate in the learning situation, the learning situation must deal with problems that are meaningful to the students. Students cannot share in planning for working on something about which they know nothing. Students coming into non-skill courses may bring with them problems or experiences out of which problems will develop that can be attacked by the group. Students coming into skill courses also may bring with them problems and experiences out of which problems can grow that can be attacked by the group. However, the problems which students bring with them into beginning skill areas are problems which have to do with the utilization of the skill—for example, the problem of how to type a business letter might be a meaningful problem for both shorthand and typewriting students.

Students in skill courses cannot, of course, tackle problems which deal with the utilization of the skill until they have a certain amount of skill. Thus, an original goal of students in skill courses is the development of a degree of skill. Problems will arise in efforts to develop a degree of skill which may be cooperatively attacked by the group under the guidance of the teacher. However, where students have no skill, they will have no degree-of-skill problems. The problem of maintaining a proper proportion among shorthand characters, for example, is not a problem which a student who has never seen a shorthand character before would bring with him to the shorthand classroom. Therefore, certain initial experiences must always be given to beginning skill students out of which degree-of-skill problems will arise. In non-skill areas, it may or may not be necessary to provide initial experiences out of which problems will arise, depending on the problems and experiences which the students bring with them. Thus, the extent to which students may participate in beginning skill areas is always limited, whereas, beginning students in non-skill areas may have had experiences which would make immediate participation opportunities possible.

The form of student participation will also vary in skill areas as contrasted to non-skill areas. The problems which will be confronted in skill courses in working toward degree-of-skill goals can be tackled individually or by the group in much the same way as problems are tackled in non-skill areas. Some differences exist, however. First of all, in skill courses, goals in terms of degree-of-skill will have to be set up on an individual basis rather than on a group basis. In non-skill areas, or in skill areas where goals other than degree-of-skill goals are being established, the individual interests, needs, and purposes of the students can be provided for within group-set goals. The individual can, in terms of his

ability and interest, contribute to the goal toward which the group is working. However, a group goal of achieving a dictation rate of eighty words a minute in shorthand cannot provide for the individual needs, interests, and purposes of students, nor can it take into consideration individual differences in ability. That is, the student who desires a dictation rate of eighty words a minute and a transcription rate of forty words a minute, because these are the rates he has been informed he will need for the summer job he hopes to get, should have this as his goal regardless of the goals of other group members.

A second difference which exists between skill and non-skill areas which affects the form of student participation is that degree-of-skill problems encountered in skill areas would in many cases be individual rather than group problems. Individual problems require meaningful drill work by the individual rather than by the whole group. Drill work in maintaining a proper proportion among shorthand characters cannot be meaningful for the individual for whom this is no problem.

The necessity for individually set degree-of-skill goals and the fact that degree-of-skill problems would in many cases be individual rather than group problems point toward a classroom situation in which there would be more individual work being done under the guidance of the teacher as compared with teacher guidance of group work in non-skill areas. Since more individual work under the guidance of the teacher is indicated in skill areas, a classroom organization which will permit such individual work is necessary. With respect to the setting of goals, it is highly desirable for the student and the teacher to have an individual conference in which the objectives of the student are discussed and a degree-of-skill goal established. Where the end-goal of the student is high, a shorter-term goal could be established which would have meaningfulness to the student and which could be attained before discouragement sets in. It is also highly desirable for these individual conferences to be repeated periodically so that student and teacher can evaluate progress made toward goals and set new goals as old ones are reached and new ones become meaningful. With respect to providing opportunities for individual work in solving individual degree-of-skill problems, one way in which such individual work may be provided is to devote one or more days a week in which the students would work on anything they desired to do. On such a day an individual who is having trouble in maintaining a proper proportion among shorthand characters might spend time in practice on that problem; a small group might be formed by students having trouble with brief forms; other groups might be formed by those who want to work on taking dictation at different skill levels.

"... degree-of-skill problems encountered in skill areas would in many cases be individual rather than group problems."

Limitations in Shorthand as Contrasted with Typewriting

Within the skill areas there are differences which exist between the shorthand and typewriting learning situations which point toward more limited student participation opportunities in shorthand as contrasted with typewriting.

The opportunities for group or individual attack on problems which deal with the utilization of skill are more limited in shorthand than in typewriting. This variation stems from two interrelated differences in the shorthand learning situation as contrasted with the typewriting learning situation. First of all, the objective for taking shorthand is a vocational one—there is general agreement in business education that there is no justification for taking shorthand for other than vocational reasons. The second reason, which grows out of the first, has to do with the nature of the vocational utilization of the shorthand skill—it is utilized in taking business dictation from someone else in shorthand and then transcribing that dictation on the typewriter in acceptable business form. As contrasted with these aspects of the shorthand learning situation, there are, of course, many other objectives for taking typewriting than to use it vocationally. Also, the typing skill is utilized as a means of producing the end product as contrasted with shorthand where the skill is a means of recording dictated matter from which an end product can be produced. Consideration will now be given as to how these differences affect the opportunities for group or individual problems which deal with the utilization of skill.

In typewriting there are many opportunities for utilizing the skill in solving problems that are within the immediate interests, needs, and purposes of the students. For example, a student wants to write a business letter to a college requesting information about entrance requirements. He has a need to learn how to write a business letter which provides meaningfulness for attacking the problem as to how to write a business letter. The solving of this problem is within the end-objective of the student in typewriting whether his objective is a personal-use one of learning to type business letters for just such situations or whether he intends to use his typing vocationally on a job where he will need to know how to type business letters.

There is no such comparable basis for problems dealing with the utilization of shorthand skill. The utilization of the shorthand skill itself, apart from the taking and transcribing of material which has been dictated by someone else, has no meaning within the vocational objective sought by the student. That is, there are no problems comparable to the problem of how to type a business

letter that students can attack which will utilize the shorthand skill. Students might do such things as write personal letters in shorthand to friends who are also taking shorthand, but there is nothing in the area of meaningful problems, the solution of which would move students in the direction of their end-objective. Perhaps this point might be clarified by referring again to the problem of how to write a business letter. It is true that the solution of this problem is within the end-objective of the shorthand as well as the typing student, for the shorthand student will be taking and transcribing letters on the job which he gets. However, the shorthand student who would attack the problem of how to type a business letter as the result of a desire to write a letter to a college inquiring about entrance requirements would not be utilizing the shorthand skill. After obtaining necessary information about how to write a business letter, the shorthand student would sit down and compose the letter at the typewriter just as would the person who did not have the shorthand skill.

The utilization of skill problems which grow out of the objective for taking shorthand have to do with the types of dictated material that an individual may have to take and transcribe in a stenographer's job. This poses something of a hazard for the shorthand classroom where it is desired to base the learning situation on problems which will be meaningful to students. The long-term goal of attaining vocational efficiency does not have strong motivation for the young person so far removed from the job. As with other areas when students have not had experiences out of which meaningful problems can arise, they must be exposed to experiences which will give rise to such problems. Where such a need exists, textbook projects that simulate business problems which may be contacted by stenographers are poor substitutes for student contact with real business situations. More than in any other area of business education, students of shorthand need some kind of work experience out of which utilization of skill problems will arise. If cooperative work experience programs are not possible, more limited part-time jobs may be possible. If neither of these opportunities is possible, dictation from teachers, parents, the school principal, and other persons of real materials, such as letters which will be placed in the mail, might be possible. Although not as useful as a work experience, student visitations of offices and the study of problems confronted by stenographers in those offices would provide another experience out of which utilization of skill problems could arise.

In comparing the opportunities for group or individual attack on problems which deal with the utilization of skill in typewriting and shorthand, it should also be noted that such problems can be attacked sooner in typewriting

"Students of shorthand need some kind of work experience out of which utilization of skill problems will arrive!"

than in shorthand classes. As has been pointed out, students cannot tackle problems which deal with the utilization of the skill until they have a certain amount of skill. In shorthand, the time involved in learning the shorthand system so that some ability to take dictation is developed plus the development of some ability to type from shorthand notes would require more time, as compared with typewriting, before utilization of skill problems could be tackled.

Because of the differences which exist between the shorthand and typewriting learning situations, there are more limited opportunities for student participation in learning activities in shorthand than in typewriting.

That there are certain characteristics of the shorthand learning situation which point toward the necessity for more teacher-direction and, therefore, fewer student participation opportunities does not mean that the area of shorthand is incompatible with the methodology of teacher-pupil planning. Students are aware of the need for mature guidance on the part of the teacher, and as they become skilled in teacher-pupil planning they can evaluate for themselves areas which are appropriate for more direction on the part of the teacher. And, there are many opportunities for group and individual participation in the learning situation in shorthand that should be utilized whenever possible.

Editorial

(Continued from page 8)

experienced classrooms which have been dominated by the teacher, a start must be made at the level on which the group can think and work cooperatively. As students develop skills in cooperative planning and working as the result of assuming limited responsibilities in the learning situation, broader cooperative experiences can be provided. Optimal utilization of teacher-pupil planning may also be impossible because of lack of understanding and skill on the part of teachers. Other elements present in the school may also make optimal utilization of teacher-pupil planning impossible—such as institutional rules, regulations, procedures, educational philosophy, etc. Also, the form and extent of student participation opportunities will vary among different areas of learning.

Added weight is given to teacher-pupil-planning concepts due to the fact that they are consonant with newer concepts as to how learning takes place. That is, teacher-pupil planning is consonant with field theories of learning which, since the 1920's, have brought about an entirely new emphasis in psychological theory. A basic concept of field theories is that the individual is spontaneously active. This active individual grows, develops,

learns, as interaction takes place between the individual and his environment—the concept that the individual “learns to do by doing.” In this interaction with the environment, the individual is seeking to establish adjustment or to achieve equilibrium. Learning takes place as adjustment is achieved, and the new learning is integrated into the former experiences of the individual so that the total structure of the individual is changed. Activity on the part of the individual to achieve adjustment is purposeful and goal-seeking. The goals, interests, wants, and needs of the individual provide the inner force which impels the individual to seek and attain adjustment. The consonance of teacher-pupil planning with newer concepts as to how learning takes place best indicates that it is not only the means by which democratic citizenship can be developed, but it is also the means by which learning can be best achieved.

What then is the responsibility of business education if education is to discharge its responsibility for developing democratic citizenship? In each environment with which the individual interacts, he develops social attitudes and habits. If part of the experiences of the individual are in democratic social environments and part are in authoritarian social environments, confusion results, an integrated personality is not developed, and the individual is not adequately equipped for successful living in a democracy. Thus, teacher-pupil-planning concepts must permeate the complete school program if the school is to discharge successfully its responsibility for developing democratic citizenship. If it is to justify its inclusion in the curriculum, business education must contribute to the major objective of education—the development of democratic citizenship—by utilizing teacher-pupil planning concepts in its classrooms.—D. L. CARMICHAEL, *Issue Editor*

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UNITED SERVICES

TYPEWRITING

LAWRENCE ERICKSON, Editor
Teachers College, Columbia University
New York 27, N. Y.

DEVELOPING TYPEWRITING CONFIDENCE

Contributed by Ralph E. Bruno, Edison Technical School, Seattle, Washington

TEACHERS OF TYPEWRITING have found there often comes a slackening of the students' enthusiasm toward the end of the first term. Perhaps this is due to several factors, including the loss of novelty, the realization of the difficulty of the course, and a slowing up of progress.

At this point, the teacher has his greatest problem in stimulating his students and helping them through this discouraging plateau of development. To do this, students must be assured constantly that they can learn to type and to type well. An attempt to instill within students a feeling of belief in their own ability to be successful is important. However, optimism by itself does not make an individual a competent typist, but it does provide the right setting for the most rapid continued development.

Procedures and Devices for Developing Confidence

PRELIMINARY CHECKUP. The following procedure is one of the methods which could be used to help students acquire confidence at their typewriters. At the start of the period, they are instructed to check their machines, their position at the typewriter, and the supplies which they will need during the class period. Also, they are advised to check typewriters for correct spacing, margin stops, and tabulator controls. Next, the class should drill in unison, reaching for the shift keys, back-spacer, tabulator controls, and practice rapid carriage returns. The students are reminded to place their paper where it can be reached easily and their textbooks where they can be read without strain. A few minutes spent in this preliminary checkup at the beginning of the period pays big dividends in developing a feeling of ease and assurance. Lastly, the students are asked to spend a few minutes in warm-up exercises to limber up their fingers and develop rhythm. A drill such as the expert typists' rhythm drill is very helpful.

SPEED-ACCURACY DRILLS. Another device which might be employed is to have them type at their fastest speed

for two or three minutes and then type the same exercise at a slower rate, about five to ten words slower. They then find that they can type at this lower rate with greater ease. This is accomplished by first having the students type a speed-drill sentence several times, beginning very slowly and gaining speed gradually until the last writing of the sentence is at their highest possible speed. A sample of the type of sentence used for this exercise is the following:

(They may now wish to go with some of the others for the keys to the city park.)

This sentence contains many alternating hand strokes which have been found to help build speed and develop a feeling of ease and confidence. Students find that by practicing a sentence of this type they can easily acquire a more rapid stroking rate. After drilling on this sentence for a few minutes, the students type a more difficult alphabetic type sentence which forces their speed down several words a minute due to the difficulty of its content and key reaches. A sample of the type of sentence which might be used for this drill is the following:

(The big executive frowned unjustly and recalled the puzzling circumstances quickly.)

This sentence contains all the letters of the alphabet and few exercises are more beneficial for reviewing key locations and developing a control of accuracy. This drill forces the student to type on the letter-response level, which means the student will type more slowly and think each letter as he types it. After drilling on this sentence several times, the students alternate the typewriting of the speed and alphabetic sentences. With this device the drill on the speed sentence encourages further speed on the alphabetic sentence, while the control for accuracy gained from typewriting the alphabetic sentence on the letter-response level tends to increase their accuracy on the speed sentence. Thus we are working daily for control of accuracy as well as development of speed. A few minutes spent every day in this process over a few weeks has proved highly successful.

PREVIEWING OF WORDS AND PHRASES. Another method which has been found to be of value in helping students

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TYPEWRITING

acquire confidence at their typewriters is that of previewing carefully before administering time-writes. We must take the fear out of time-writes if we are to put our students at ease with a feeling of confidence before attempting time-writes. A device which has been found extremely helpful is to preview phrases and difficult vocabulary contained in the material of the time-write. For example: The teacher places on the board the first word selected from a commonly used phrase, then points to the word and has the student type it as rapidly as possible for a few seconds. Next, the second word is placed on the board and the same procedure is followed. This is continued until each word of the phrase has been listed and practiced. Then the phrase is bracketed on the board and the class types the phrase in its entirety at top speed. The teacher should select several phrases throughout the material of the time-write. Always begin with balanced-hand phrases as these develop speed together with good stroking technique. The following phrases illustrate the method used in this part of the preview.

{and	{for	{to	{if	{with	{if
{the	{them	{do	{it	{the	{they
	{so			{is	

Then select a few of the commonly used business phrases which occur in the time-write material and repeat the process.

{as	{could	{should	{would	{that	{at
{well	{have	{be	{have	{will	{this
{as	{been	{able	{been	{be	{time

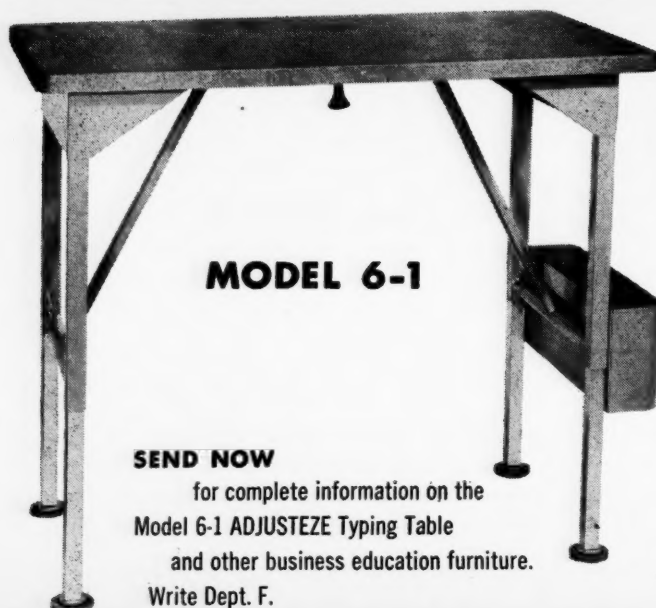
The primary purpose of this preview is to develop speed and quick recognition of the phrases which will occur in the time-write.

Not only is it desirable to preview several of the phrases in the time-write but also it is extremely helpful to preview the more difficult words in this material. This is done by placing on the board several, at least six or seven, of these words. As the words are pointed to, the students should type them carefully for accuracy and control. Then alternate the phrases and the difficult words for a minute or two. This encourages development of speed together with controlled accuracy.

It has been found that by previewing in this manner before time-writes students are given a greater feeling of self-confidence and a higher skill performance is brought about. A few minutes spent in such preparation not only produces better results but motivates students to a greater degree of efficiency and progress.

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HARRY HUFFMAN, Editor
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A PRACTICAL PROJECT IN MODERN PAYROLL PROCEDURE

*Contributed by Albert C. Mossin, New York State
College for Teachers, Albany, New York*

IN ANOTHER AGE, it seems appropriate to say now, typewriting courses were designed to turn out proficient operators of typing machines. Speed and accuracy, pure and simple, were the prevailing classroom standards. The learning of job applications was left largely to post-school job experience. The when's and how's of the evolution from the machine-centered to the job-centered typing course are now of interest primarily to historians. The evolution has become a substantially accomplished fact. The principle of job-standard classroom orientation has gained such complete acceptance that anyone departing therefrom today would be eyed with raised brows.

While typewriting and shorthand courses were moving away from their original preoccupation with pure skills and towards job-oriented standards, bookkeeping was maintaining an untouchable nineteenth century dignity and developing hardening of the arteries. Keeping its myopic sights upon a business world rapidly disappearing into the mists of yesteryear, the high school bookkeeping course was by implication nurturing a growing illusion; namely, that general bookkeeping jobs were available to and could be handled by freshly graduated high school boys and girls. Actually, the comparatively uncomplicated bookkeeping procedures of the nineteenth century had become so complex in the twentieth century as to require a level of training increasingly beyond the content of high school courses and the ability and maturity of high school students. Accountants with advanced training supplanted the former general bookkeeper.

It was inevitable that the bookkeeping function would split into a number of sub-functions, each sufficiently limited in scope to be handled by a clerk who could be quickly and easily trained. Some of these limited bookkeeping functions have attained such standardization of content that they have become known by generally recognized titles, for example: accounts receivable clerk, billing clerk, payroll clerk, and the like. It is these specialized clerical jobs, representing limited aspects of the total bookkeeping function, that are available to high school youth today. This truth has become stale with repetition; but knowing is one thing and realization quite another. Business education today is indeed fully aware of the break-up of the old bookkeeping totality but is still trying to adapt effectively to the resultant mosaic of clerical patterns.

It seems hardly necessary to say that training in bookkeeping fundamentals alone, while helpful, cannot take the place of training in the specifics involved in highly specialized clerical jobs. I have outlined a practical project for one such clerical area, that relates to payroll procedure. It is designed for use in an office practice course conducted by the rotation method and is at the present time incorporated in the office practice course at Albany State College. All of the forms can be easily duplicated and no costly equipment is required; yet the project is truly representative of modern payroll procedure—verily the answer to the school man's prayer.

Outline of Practical Payroll Project—Equipment

The only necessary piece of equipment is a "ledger-tray," obtainable at office equipment stores at prices ranging from \$25 to \$50. Such trays are commonly used in conjunction with the kind of payroll system exemplified by the present project. The contribution of realistic equipment to learning situations aimed at meeting business standards is obvious, and this is one of those rare instances where the cost of the equipment is no problem.

All of the materials for the project can be housed in the ledger-tray. A side view of such a tray is sketched in Figure 1. A number-referenced outline of the types of materials, furnished and their arrangement in the tray follows:

1. Twenty employee earnings-record forms arranged in alphabetical order.
- 1a. Extra supply of blank employee earnings-record forms.
2. Explanation of payroll deductions.
3. Supply of withholding-tax exemption blanks.
4. Completed withholding-tax exemption blanks.
5. Government booklet containing withholding-tax deduction tables.
6. Weekly payroll reports—Staff I.
7. Weekly payroll reports—Staff II.
8. Supply of voucher-check blanks.
9. Supply of payroll journal sheets.
10. Supply of T-account ledger sheets.

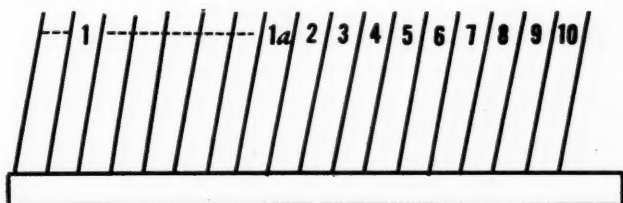


Figure 1. Side View of Ledger-Tray for Payroll Project

As can be seen from the sketch, a ledger tray is divided into compartments by metal or plastic separators. These separators pivot forward and backward on base hinges thus permitting easy removal and replacement of ma-



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terials. Atop the separators are cellophane pockets into which can be inserted typewritten labels describing the compartments.

Outline of Practical Payroll Project—Materials

The numbers in the following paragraphs refer to the legend accompanying the sketch of the ledger-tray in Figure 1.

The employee earnings-record form (1) used is a copy of that used by several Albany firms in the vicinity of the college. We duplicated a supply on extra-heavy (24 lb.) paper so that they would stand up under repeated handlings by many students. Such forms usually provide 52 spaces in order to accommodate the earnings and deductions for all of the weeks of the year. Since in our project, however, payrolls are prepared only for the weeks in the last quarter of the year, spaces are provided for only 13 weeks. The week numbers, 40 to 52 inclusive, are typewritten along the left-hand margin of the form. Columns are provided for the following data: regular hours and rate, overtime hours and rate, weekly earnings, cumulative yearly earnings, deductions (F.O.A., income tax, New York disability tax, union dues, pension contribution, savings bonds, merchandise charges, and miscellaneous), and net pay. Twenty earnings-record forms are prepared for each class; that is, the names of employees and other pertinent information are typewritten in the headings. Employee names are invented which will result in a fairly even distribution of the forms throughout the alphabetical file provided in the front part of the ledger-tray. Amounts approximating each employee's probably accumulated earnings for the first 39 weeks of the year are entered

in his earnings-record form at the top of the "cumulative yearly earnings" column. Starting with this total, successive students will continue the cumulations.

The "explanation of payroll deductions" (2) is a typewritten paper consisting of a number of brief paragraphs each of which explains one of the several payroll deductions made by the company represented in the project.

Three, four, and five are self-explanatory.

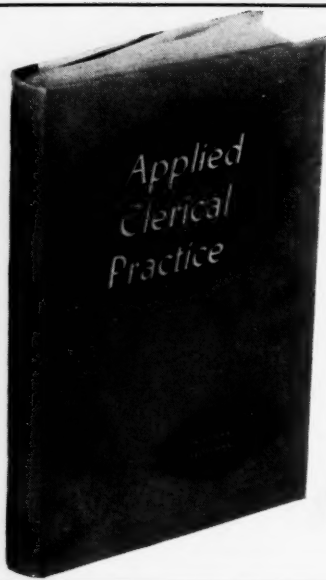
The "weekly payroll report—Staff I" (6) is a typewritten sheet showing the number of hours worked and the deductions for merchandise purchased by each employee. Ten employees are included in this report. The data are arranged in the following manner:

Employee		Week in 4th Quarter		
		40	41	52
Allen, A	Reg. Hrs.	40		
	Over Hrs.	6	etc.	
	Mdse. Chg.	\$2.84		
Brown, B.	Reg. Hrs.	40		
	Over Hrs.	4	etc.	
	Mdse. Chg.			
etc.	etc.	etc.	etc.	etc.

The same information could, of course, be presented in thirteen sets of time cards, 10 cards in each set. Such a large number of pieces is considerably more difficult to keep in good working order, however, than a single sheet of paper.

Since the deductions for bonds, union dues, and pension for a given employee do not vary (in this project) from week to week, these amounts are entered in the heading of the employee's earnings-record form as constant deductions.

(Please turn to page 34)



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ROBERT THOMPSON, Editor
College of San Mateo
San Mateo, California

DEMONSTRATION RIBBON CARRIERS AID RIBBON CHANGE INSTRUCTION

*Contributed by Robert J. Thompson, The College of
San Mateo, San Mateo, California*

THE PRESENT "age of education" seems to be the right age to put action into our teaching. Action might be described as that which is lively, moving, active, and interesting. The use of demonstrations and supplementary devices is under consideration in attaining this action.

We are in a typewriting class and have come to a point where it would be well for us to understand the changing of the typewriter ribbon. How can we put action into our teaching of this activity?

Planning a lesson such as the ribbon change requires preparation of ourselves with study and experience. We must give thought and organization to our presentation. The test of our effectiveness will be evidenced by student participation and understanding of the process to a point of demonstrating their skill quickly and efficiently.

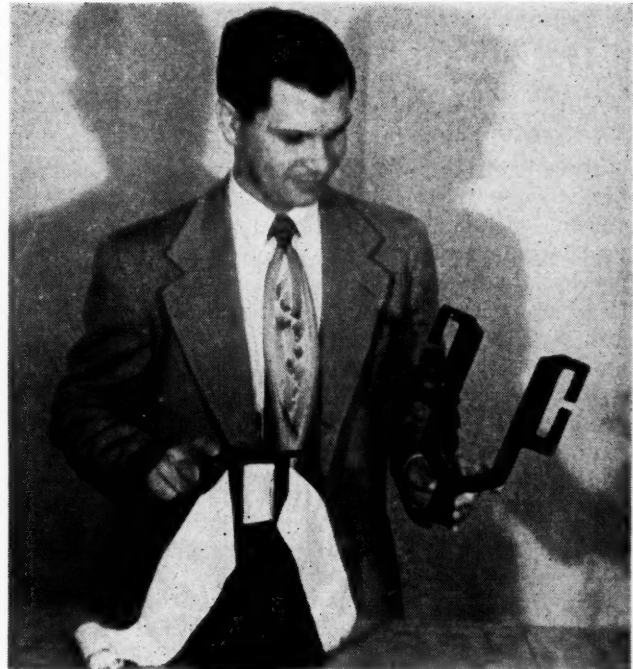
Planning for this lesson demands that we keep in mind that the girls in the class are hesitant to take on an activity that promises to be messy and dirty. A demonstration without catastrophe of this sort will help dispel some of the fears. The actual experience of changing a ribbon by each typist is our goal.

To stimulate this action, our lesson plan calls for a series of demonstration devices. These are recommended in order that the students' attention be directed toward the learning of the task and away from the unpleasant aspect of getting soiled from the ribbon.

Demonstration Devices

A series of demonstrations are suggested including the teacher's demonstration typewriter, poster illustration of ribbon mechanism, illustrative instruction sheet at students' desk to supplement the textbook presentation, reference to students' own typewriter, and the use of a demonstration ribbon carrier by the instructor.

The idea of a demonstration device is basically sound. It can be interesting in that it holds attention to the specific task. It is tangible to a point of being able to be felt and not just a description using abstract terms. However, so many teachers have a tendency to depend upon easily purchased, ready-made aids, that the utility of the suggestion is often defeated. Follow the simple directions in the following paragraphs, refer to the illustrations, and see if you don't get a "kick" out of a classroom demonstration that has previously been put off or completely avoided.



DO IT YOURSELF . . . Make several models to demonstrate the variation of the different ribbon carriers. You will get fun and action out of your teaching when demonstrating with models.

DIRECTIONS. Materials needed for the job consist of $\frac{1}{4}$ " plywood 12" x 12", a small piece of finished 1" wood 3" x 6", (this can be cut from the end of an orange crate), a strip of cloth 4" wide and 24" long, (this can be easily handled if a new mimeograph pad is cut the long way using the metal ends as spools), and some black paint or any other color which is available.

Tools for the job consist of a pencil, some graph paper, carbon paper, a coping saw (dime store sells these for about 75¢) a hand saw, and a paint brush.

Mark out the outline of your demonstration ribbon carrier on the graph paper. Use the carbon paper to transfer the outline to the plywood. Cut out with the coping saw.

The two parts of the carrier are separated by an opening of 3"; the cross spread is 8". The opening for the ribbon is 4" wide. The distance from the top of the carrier to the top of the stem is $8\frac{1}{2}$ ". The stem is $3\frac{1}{2}$ " high and 2" wide. The overall height of the carrier is 12" and the width 8".

The base measures 3" wide and 6" long. A slot $\frac{1}{4}$ " wide and $\frac{1}{2}$ " deep cut the length of the base will serve as support for the carrier. Make this slot snug enough to hold carrier without glue. This makes the device easy to dis-assemble and simple to store.

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GENERAL CLERICAL

MARY CONNELLY, Editor
Boston University
Boston, Massachusetts

A PERSONAL LETTER TO THE BEGINNING TEACHER OF THE CLERICAL COURSE

*Contributed by Glenn D. Downing, West Texas State
College, Canyon, Texas*

DEAR BEGINNING TEACHER: Welcome to the teaching profession! In selecting (or being assigned) a class schedule including the terminal clerical practice course, you have an area in which the responsibility is great, perhaps the greatest in the high school business field. These are terminal courses, and *you* are going to be tested as a teacher very soon. I do not mean simply that you are going into the classroom and conduct your own classes for the first time, but also that you will have another test—a more difficult one.

What is the *test* of your teaching? Can we say that it is the rapport you build with your students? Is it only the development of business skills of individual students to what has been arbitrarily decided upon as "employable" levels of achievement? Can we divorce the importance of good personality development from the importance of the business skills? Do we, as business teachers, have a sound view of employability. Are any of these, ultimately, true tests of your teaching? No, it must be accepted that the real test of your teaching is that applied by businessmen who rate the teacher through the acceptability or the shortcomings of his students. Your product is your student—with his business skills, his personality, his adaptability, and yes, his weaknesses in tool skills, his irascibility, and his lack of facility for adaption to new situations he must face in business.

The terminal course in clerical practice is offered in the concluding years of our high school programs. Here the student must sharpen his abilities into what the businessmen will rate as acceptable. It is the duty of the teacher of this course to appraise realistically the needs of business and of the individual students in order that persons well trained in necessary business vocations will result. You, as a beginning teacher, have an even more difficult job in meeting this obligation. You must appraise what has gone on before in the students' business curricula so that the content of the course may be organized around a truly student-centered core. The variance of abilities must be known if you are to develop the individual student to his "peak" in the qualifications demanded by the business position for which he is preparing.

The beginning teacher is handed another challenge known as "guidance." Heretofore, guidance has, for the most part, been centered on your own needs and capabilities. Now you are in the role of your former counselors and must serve your students in that capacity.

An examination of a recent business survey of the community will be helpful in this new role. If such a survey is not available for your perusal, it may prove necessary for you to conduct one on which to base judgments in this important area of guidance counseling.

The terminal clerical courses require that by the end of the academic year (or even after one semester!) your students be ready to take their places as business personnel, and to function in their selected positions with the assurance that only a good finishing course can give them. Only in meeting this requirement can you expect to pass the businessmen's real test of your teaching. Best wishes!

GETTING ALONG WITH PEOPLE: THAT IS THE QUESTION

*Contributed by Robert D. Deputy, William B. Travis
High School, Austin, Texas*

CAN THE APPLICANT get along with others in the office? That is the question the employer asks each prospective worker. That is the question we ask about high school students: How can we better improve their ability to get along with others? Those are some of the questions. Here are some of the answers. This is the way we approached these questions at Travis High School. First of all we determined the reasons why employers "fired" personnel. Then, we listed the qualities named by the employers and reversed the meaning, for example: dishonesty—we took honesty.

Each of the qualities was given a special treatment. We tried to define the qualities in the words of the students, but it was not quite so simple. By defining the quality in the words of the student as it applied to school behavior and also as it applied to office behavior proved to be satisfactory.

The next treatment was to set up a five-point rating scale using dynamic statements explaining what a person would do on the average, and in each extreme. The last treatment of the quality involved a rating by the students of their own degree of compliance to the quality as given.

But let us back up. How do you define a quality in terms of the students? The steps used follow:

1. The teacher gives a short description.
2. The students discuss the quality.
3. Each student hands in a written opinion.
4. Student chairmen, one for each quality, compile class impressions.
5. The chairmen submit the written impressions for class approval.

(Please turn to page 36)

MEARL R. GUTHRIE, Editor
Bowling Green State University
Bowling Green, Ohio

BASKETBALL AND FAMILY FINANCE

Contributed by Anne Sortal, Adult Education Teacher, Negaunee, Michigan

HERE is my interpretation of family finance in the language of basketball. Many high school freshmen in basic business or seniors in consumer education will understand this language.

THE TEAM. Just as no one player on the basketball court can be responsible for the success of the team, no one member of the family financial team can be responsible for its success. There must be teamwork, cooperation, and a desire by all members of the team to succeed at the job they are doing. Good team members must be willing to make sacrifices for the welfare of the team. Under pressure, the team will lose if all members do not cooperate.

RULES AND FUNDAMENTALS OF THE GAME. The bands play and the crowds cheer for the basketball team as it goes on the floor, but there have been hours of hard work at grinding elementary fundamentals—footwork and ball handling, dribbling and shooting, and learning the rules of the game. Family financial teams must also learn the basic fundamentals of successful planning, such as thrifty habits, comparison of prices, and reading ads and labels. The fundamental training rules for the family financial team are will power and self-discipline.

THE OFFENSE. Imagine a basketball game without points or a family financial plan with no income. There are patterns of play designed for scoring points and patterns of careful preparation for earning an income. Take advantage of every scoring opportunity—the opportunity which the pupil now has in high school to prepare himself for a job and to earn a better income.

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THE DEFENSE. When points are scored, or an income is earned, or when as a team member of the family financial team, one receives his portion of the family income, he should be prepared to defend those points or that income with knowledge. Some coaches say that a "good defense is the best offense." So it is with family financial planning. Spending the money wisely can greatly increase its buying power.

The knowledge for good defensive play on the family financial team will include study of major demands on the family income such as food, clothing, transportation, housing, savings, personal allowances, and recreation. Other clever defensive tips can include understanding wise use of credit and understanding contracts before signing them.

THE COACHES. The coaches of the game of family finance are the people who have studied the game. They are the authors of textbooks, teachers, the people who publish consumer pamphlets and magazines, and counselors who help families with financial difficulties. Their knowledge and advice are available for the purpose of enabling other persons to have a better financial team which can play the best possible game with the material available.

THE OFFICIALS. The officials of the game of family finance are the parents. They have the last word concerning the manner in which the money should be spent. Sometimes it may be difficult to agree with their decisions, but that is part of the game as it is in basketball.

GAME TIME. A basketball score book revealed that a team had outscored its opponents in three quarters of the ball game, yet they were defeated. Practicing thrift only twenty days in the month, or on just one phase of family spending, is not enough. Making every minute of the ball game or every dollar of the financial plan count toward the final goal is the outcome we are striving for.

THE SCOREKEEPER. Imagine a basketball game without a scorekeeper! Simplified record keeping for the family financial team can be just as important as knowing the score at the end of the ball game. Knowing what the money was spent for and analyzing the expenditures can improve the team.

THE TROPHY. Trophies vary in size and appearance. The trophy for the family financial team may be a college education, or a savings account for security, a new car or improvements in the home, a bicycle, or a dress for the prom. But whatever it is, it can be one that the "team" is proud of—and one which they all feel they have had a part in winning.

UNITED SERVICES

DISTRIBUTIVE OCCUPATIONS

WARREN G. MEYER, Editor
University of Minnesota
Minneapolis, Minnesota

EFFECTIVE USE OF THE DISTRIBUTIVE EDUCATION ADVISORY COMMITTEE

*Contributed by Harland E. Samson, Iowa State
Teachers College, Cedar Falls, Iowa*

HAS your advisory committee been directly involved with the planning of the years work in the part-time training program? Is your advisory committee really functioning or is it merely a figurehead? Are all of the members of the advisory committee getting a chance to get into the act?

These are questions that you as a coordinator might ask yourself concerning your distributive education program. If you can answer "yes" to each of the questions you are probably already anticipating a successful year. If you cannot, now is the time to start getting the full benefit of the advisory group. The following are suggestions on how to keep a committee occupied with worthwhile tasks. They were acquired through satisfying experiences with the advisory committee in Garrison, North Dakota. They are offered in hope that they may help you use the advisory committee to improve your program and perhaps take a little work off your shoulders during the remainder of the year. Remember, "A good committee is a committee that has something worthwhile to do."

APPROVAL. The first meeting is an opportune time for the coordinator to restate the purposes of distributive education and bring all members of the advisory group up to date on the status of the program. Let them know the number of students, the placements, and other facts. Let them know briefly what the units of study will be for the coming year. It may help to have this information duplicated so each member may have a copy. With these facts in mind they will be ready to welcome the work they are to do.

SPEAKERS. Let the advisory group give suggestions for speakers on the various units. They, as business people, can very possibly give several suggestions as to top men in any field. Perhaps one of the members can contact the person decided upon. Never overlook members of the advisory group themselves as potential guest speakers.

FIELD TRIPS. The advisory group can provide suggestions as to which business firms would make good places for a field visitation. Many times a member will agree to do some of the ground-breaking for you in preparation for the visit. Encourage the group to recommend two or more places for each unit so you may select the one you wish.

PUBLICITY. An important part of the committees work is to publicize the program. The fall meeting is the best time for the committee members to consider what they should undertake along these lines for the coming year.

EXPANDING THE PROGRAM. Often after checking the placements we have made we may find that a certain area of distributive work has not been receiving its share of trainees. Bring this up to the committee members and get their suggestions on how the program can fill the need. They can often reach, or arrange for you to reach, the businessmen in the area not served. This promotion of new areas is the duty of the coordinator, but the advisory group can certainly provide some welcomed assistance.

ADULT CLASSES. If the adult classes are underway you may have already covered this point, but if not, this is the time to review the adult educational program. The advisory group should be of great help in suggesting courses, instructors, and the timing of the units.

EQUIPMENT. The budget never seems to cover all the things you wish to have for the classroom or display window. The advisory committee may be able to provide some assistance in getting that extra reference or display piece you would like to have. If you are short of equipment the advisory committee can send out word to all businessmen to check their back rooms and basements for whatever you need.

SPECIAL PROBLEMS. Every part-time training program will have certain problems that are peculiar to the local community. If the problems are such that the advisory group can feasibly handle them, bring the problem up for consideration. Do not give them your petty headaches, but real problems so that they may be of service to you.

After every meeting a brief summary of the suggestions made should be reviewed for the group's approval. Duplicated copies should be sent to all members of the committee and selected businessmen. This reminds those who are involved in the preparation of students that they have a representative committee advising the school.

The coordinator is usually responsible for obtaining a meeting place, informing the members of the meeting, and supplying any other necessary material. The members themselves will feel satisfied that they are doing their job if they are well informed, see that their suggestions are really seriously considered by the school, and realize that they are relied on for the answers that only the businessmen and parents of the community can logically provide. Remember, "A good committee is a committee that has something worthwhile to do!"

OFFICE STANDARDS AND
COOPERATION WITH BUSINESS

FRED C. ARCHER, Editor
St. Cloud State Teachers College
St. Cloud, Minnesota

BUSINESS EDUCATION LOOKS TO
BUSINESS

*Contributed by Hulda Vaaler, University of South
Dakota, Vermillion, South Dakota*

BUSINESS EDUCATION has always appreciated the contribution of business to its teaching. The apprenticeship plan of learning is familiar to all and its value is recognized. To an extent, it is still a part of the picture of education, though schools have worked toward eliminating the need for long apprenticeship periods. It is apparent that they cannot be 100 per cent successful; there is always need for some adjustment to a particular job.

Contributions by Business

Business has contributed to business education through its presentation of special methods and techniques on new machines and procedures. It has met many an emergency of this type until the educational pattern of training has been set up within our schools. The first "typewriters" were trained by business and business continued training the typists until the private business colleges added typewriting to their curriculums. Even then, business supplied teachers and much of the methodology and materials. The lecturer from business, the special demonstrator, the business consultant—these have been and are participating in business education today; *but*, the business to which business education is looking today is the businessman and business enterprise in towns, large and small, all over the country.

Two-Fold Objective

Current philosophy of business education embraces a two-fold objective; namely, to give *general business education*, covering economic and consumer education, for all high-school youth regardless of occupational interest; and to give *technical training*, including specific training in both store and office occupations, for those who need and can benefit thereby. Not all schools can justify the full program of business education in setting up a curriculum, but few can rightly omit the aim of basic or general business education for high-school students.

With this philosophy dominant today, business might think that education has limited rather than enlarged the contribution of business to education. Careful consideration shows an even greater avenue of service in helping students obtain business training, both basic and skill, at the secondary level.

To be more specific, the teacher who is attempting to present a general business course, one designed to give information about everyday activities in business for effective adjustment to the responsibilities as citizens in a business world, will welcome a helping hand from the businessman.

Lectures by Businessmen

Businessmen may feel inadequate as lecturers to the high-school class or as teachers; however, educators know the formal lecture is not always the superior lesson. Confidence in subject matter from actual experience and success in that venture adds to effectiveness of presentation and often overrides any lack in the technical art of speaking. Businessmen can talk in the true language of business, give pertinent illustrations close to actual situations, maybe even with local color, and this easily overshadows failure to use the most polished teaching techniques.

Yes, business education looks to business for a contribution in its new concept of business teaching—the education of boys and girls as future citizens who will be the businessmen of tomorrow.

Equipment Demonstrations

Turning attention to the objective of specific job training, both store and office, our interest centers on equipment for the business education department. Schools offering a business program whether in a small town or large city, cannot always have all necessary store and office equipment, nor is it possible to have the most up-to-date models, to insure complete preparation for positions in the employment area. Business can help! The offer of demonstrations on business machines used in a town, given at school, or at the office or store, will enrich the skill teaching courses. Invitations to come to see the business machines in operation in a normal business day will add to the effectiveness of school teaching; and cooperation in arrangements to take business students to neighboring cities for tours of business establishments, or to see machine shows or special demonstrations will not only make the teaching real and true training for business, but will make students aware of business in business education.

Work Experience and Placement

Business education looks to business, too, in either a real work experience program or the simulated plan of teaching how to work in business. Business may suffer a trifle as it co-operates in this venture for it must deal with inexperienced youth who must be permitted time to learn. Schools may be inconvenienced in setting up this type of teaching. But, if boys and girls who must enter business immediately after high school are better

UNITED SERVICES

OFFICE STANDARDS

fitted for a job, then neither education nor business has paid too great a price.

When the business department of a school offers specific job training, there logically follows the responsibility for job placement, and the related interest in follow-up on placement. This matching of youth with a job cannot be accomplished without help from business, and business should have the opportunity of expressing an evaluation of the beginning worker, both negative and positive evaluation. The school should be able to learn from both employer and employee wherein business education has measured up or failed in providing the type of training effective for job placement.

Curriculum Planning

Business education must choose a curriculum for a particular school in keeping with the current philosophy of business teaching but also suited to needs of the employment area. No doubt, curriculum planning is primarily the responsibility of the school administrators; however, the business education curriculum is best set up

with some help from business so that the program is "geared" to local needs.

"Business education looks to business!" is not just a meaningless phrase. It is rather an invitation. Business and business education can be allies for better business teaching.

Bookkeeping

(Continued from page 28)

The "weekly payroll report—Staff II" (7) presents exactly the same kind of information as is described above for Staff I, but for an entirely *different* set of ten employees. The twenty employee earnings-record forms, comprising Staffs I and II, are filed together in the single alphabetic file at the front of the ledger-tray. This method of organizing the project permits two students to work on it simultaneously without interfering with one another, while at the same time it provides good practice in the related alphabetic filing.

The payroll voucher-check (8) is a mimeographed form consisting of two parts, a check and an attached voucher

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on which may be typed the employee's earnings and deductions. The interested teacher can obtain a sample payroll voucher-check from a local firm or from an office machine company.

The payroll journal sheet, (9) also mimeographed, has column headings as follows: employee's name, total weekly earnings, a column for each deduction, and net pay. Sufficient horizontal spaces are provided for eleven employees and for entering the column totals.

The T-account ledger sheet (10) is just that. It contains all of the ledger accounts, in T form, necessary for recording a payroll. This portion of the project is intended to show the student how his clerical payroll work fits into the complete bookkeeping picture; it can be omitted if desired.

Outline of Project Procedure

Two sets of instructions are provided so as to permit two students to work the project simultaneously. These instructions and all other constantly used materials are enclosed in cellophane protective envelopes to prevent deterioration from repeated handling. The steps through which the instructions direct the student may be outlined as follows:

1. The first student is assigned Staff I and completes the payroll recordings for Week 40. The second student is assigned Staff II and Week 40; the third, Staff I and Week 41; the fourth, Staff II and Week 41; and so on.

2. At the outset the student places himself on the payroll by completing the heading of a blank employee earnings-record form and filling out a withholding-tax exemption form.

3. The student next records the employees' earnings and deductions, for the week assigned, on their earnings-record forms, including his own. Data for these recordings are obtained from the following sources (to which the student is specifically directed by the instructions): the payroll report for his staff, the fixed-amount deductions specified in the heading of each employee's earnings-record form, the withholding-tax exemption certificate, and the government booklet containing withholding-tax tables.

4. As the student completes the above earnings-record entries, he simultaneously recapitulates the amounts on his payroll journal sheet.

5. The payroll journal columns are added and the accuracy of the totals proved by cross-checking. The amounts obtained represent the total earnings, deductions, and net pay involved in the company's payroll for the assigned week.

6. The payroll journal totals are posted to the T-account ledger. (If desired, the instructor may also require the student to general journalize and post the employer's F.O.B. and unemployment taxes.)

7. The concluding instruction is to typewrite voucher checks for the first two employees listed on the student's payroll journal sheet.

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General Clerical

(Continued from page 30)

6. One student, general chairman, compiles a summary of each quality containing definitions and a self-rating scale for "school" and "office" behavior. This student chairman acts for "school" definitions and "office" definitions as well as the statements on the self-rating scale. The statements on the scales are dynamic. That is, they state what a person does if they behave to that degree in regard to that quality.

The qualities we considered were: carefulness, cooperativeness, persistence, honesty, attention to outside things, initiative, ambition, punctuality, loyalty, courageousness, and common sense.

Of particular interest was the consideration of the trait called *common sense*. Just for information, the students defined common sense in the school meaning as: Knowing the correct way of doing generally accepted things. Always using good judgment when emergencies arise. Separating the most important things from the less important, and taking the initiative to act accordingly.

Then they considered the office definition of common sense as: Showing good judgment on questions that may arise on general things. Understanding and reaching a sensible conclusion to on-the-job questions in the company. Using initiative in handling the problems that arise.

After the qualities and scales were duplicated, each student rated himself, and we discussed the tabulated results to implement the desirable qualities. The next class will be asked to refine the definitions and look for additional qualities which contribute to the success of office workers. Dynamic statements can and often come from the boys and girls. Such statements may make more lasting impressions than the ones which come from books or teachers.

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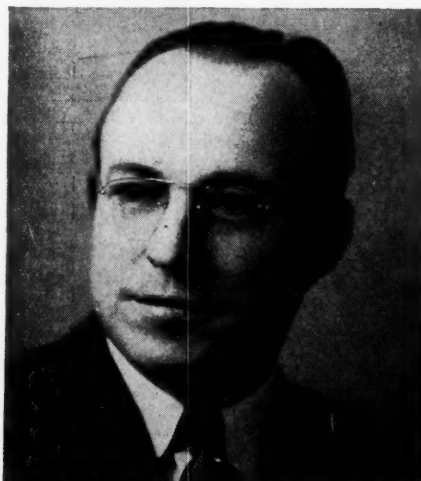
GINN AND COMPANY

In Positions of Leadership

McGill, Yerian, and Travis Elected to Administrative Offices From National Council for Business Education at Summer Meeting



President
E. C. MCGILL



Vice President
THEODORE YERIAN



Past President
THEODORE WOODWARD



Treasurer
DOROTHY TRAVIS

E. C. McGill of Kansas State Teachers College, Emporia, was elected president of UBEA at the meeting held in Chicago on July 3. Dr. McGill has served the Association as vice president, national membership chairman, president of the teacher education division, president of the Mountain-Plains regional association, and issue editor of *THE NATIONAL BUSINESS EDUCATION QUARTERLY*.

Theodore Yerian of Oregon State College, Corvallis, is the new vice president. Dr. Yerian, a past president of the West-

ern Business Education Association, is the 1955 National Membership Chairman and heads the UBEA Centennial Action Program Committee.

Theodore Woodward, immediate past-president of UBEA, has been named by the National Council to head the UBEA Publications Committee. Dr. Woodward is an associate professor at George Peabody College for Teachers, Nashville, Tennessee.

Dorothy L. Travis of Grand Forks, North Dakota, was re-elected treasurer. In

addition to her duties as treasurer, Miss Travis will serve as a liaison representative of UBEA for the state affiliated associations. Miss Travis is a member of the staff at Central High School and the University of North Dakota at Grand Forks.

The newly elected officers, retiring president, and the executive director constitute the administrative committee of UBEA. These persons together with the regional vice presidents are the officers of the National Council for Business Education.

In the balloting for regional representatives on the National Council, the following persons were elected: *Eastern Region*—Francis D. North, Western High School, Baltimore, Maryland; *Southern Region*—Frank M. Herndon, Mississippi State College for Women, Columbus; *Central Region*—Fred C. Archer, State Teachers College, St. Cloud, Minnesota; *Mountain-Plains Region*—Kenneth Hansen, Colorado State College of Education, Greeley; and *Western Region*—S. Joseph DeBrum, San Francisco State College, San Francisco, California. These persons were elected for the term beginning August 1, 1955, and ending July 31, 1958. Clyde I. Blanchard of Tulsa, Oklahoma, succeeds Vernon Payne as the UBEA vice president for the Mountain-Plains Region. Verner Dotson of Seattle, Washington, is the new UBEA vice president for the Western Region.

The next meeting of the National Council for Business Education will be held at the Conrad Hilton Hotel in Chicago on February 25-26, 1956.

NABTTI

Six colleges have become institutional members of the National Association of Business Teacher-Training Institutions since the roster was published in the December, 1954, issue of *THE NATIONAL BUSINESS EDUCATION QUARTERLY*. The colleges and their official representatives are Northern Montana College, Havre—Millicent M. Thompson; Wilkes College, Wilkes-Barre, Pa.—Dana H. Verry; Union University, Jackson, Tenn.—Max R. Carrington; Southern Oregon College, Ashland—Alwin V. Miller; Southwestern College, Winfield, Kansas—M. Lloyd Edwards; and Winona State Teachers College, Winona, Minn.—Gertrude Finch.

The NABTTI Executive Committee held a summer meeting in Chicago on July 1. The group reviewed the progress reports of the officers and special committees.

197 New Business Teachers Honored

The Cream of the 1955 Graduates of the National Association of Business Teacher-Training Institutions Become Professional Members of UBEA

THE outstanding business education graduates in each of 197 colleges and universities affiliated with NABTTI, a Division of the United Business Education Association, received a UBEA-Smead Award for Outstanding Achievement in Business Education in the first presentation of this new annual professional award.

The award consisted of a full professional membership in UBEA; a year's back issues of the *Business Education Forum*; and a leather-covered magazine binder with the winner's name embossed in gold leaf on the cover.

The program is sponsored by the Smead Manufacturing Company of Hastings, Minnesota, producers of nationally known filing supplies for business, household, and educational purposes, in cooperation with the United Business Education Association.

The objectives of the award were explained by Mr. Harold J. Hoffman, President of the Smead Manufacturing Company, in his letter to each participating school.

He said, "It is our hope that the presentation of this award will provoke wider interest in business education among your superior teaching candidates. We also hope that the introduction into professional activities provided by the award will stimulate your winner to continue his professional growth and development."

Be sure to watch the *Forum* for instructions for entering your winner in the second annual award program for the class of 1956.

At Iowa State Teachers College, Cedar Falls, Dr. Lloyd V. Douglas, Head, Department of Business Education and Past President of UBEA, presented the UBEA-Smead Award to Miss LaVonne Mohr.



Miss Charleen Weaver, winner, business and economics major, Texas State College for Women, Denton, receives a professional award from Dean Francis Emerson. At right is Dr. W. L. Roy Wellborne, Director of the Department of Business and Economics.



At the State Teachers College, St. Cloud, Minnesota, Miss Lois Seipp won the award. On her left is Dr. Clair E. Daggett, Head, Div. of Business; and on her right are Dr. Herbert A. Clugston, Dean of Academic Administration and Miss Audra Whitford, Business Education Advisor.



The 1955 award winner at Southern University, Baton Rouge, La., was Miss Ina Winslow who is shown receiving her binder from Dr. F. G. Clark, President. Others in the picture, from left to right are Miss Carrie Clements, in charge of Business Teacher-Training; J. B. Cade, Dean of the University; and Dr. S. V. Tottv, Director of the Division of Business.



Dr. Paul Dixon, Dean of Administration, has just presented the UBEA-Smead Award to Mr. Robert Venturella of Kansas State Teachers College, Pittsburg. Ralf J. Thomas, Head, Department of Business Education, is shown on the right.



Dr. J. Wesley Crum, Dean of Instruction, Central Washington College of Education, Ellensburg, is shown making the UBEA-Smead presentation to Miss Ruth Somerville, winner. Miss Helen Mary Gould, Instructor of Business Education, is shown at the left.



Miss Anna May Salomon was presented the award by Dean of Education P. R. Brammwell of the University of Connecticut.



Shown above is Miss Janis Jolly receiving the award from Dr. Bruce I. Blackstone, Head of the Business Education Department, University of Idaho.



The award for Miss Beverly Crew (Miss FBLA of 1954) of the Oklahoma College for Women, Chickasha, was presented by Dr. Elsie Null, Associate Professor of Business.



Miss Mary Louise Battisti of the New York State College for Teachers at Albany is shown receiving the UBEA-Smead Award from Dr. Oscar Lanford, Dean of the College. Dr. Milton Olson, Director of Business Education, looks on.



At the University of Pittsburgh the winner was Miss Leon Golock. With Miss Golock are Dr. G. W. Anderson, Mr. R. L. Grubbs, Mr. C. H. Duncan, and Dr. P. H. Masoner, Dean of Education.



Miss Gladys Shaw was elected the outstanding graduating student in business education at New Mexico Highlands University at Las Vegas. The award was presented by Dr. T. C. Donnelly, President of the University. Dean Ray Farmer is shown on Miss Shaw's left.



UBEA President, Dr. Esby C. McGill, Head, Department of Business Education, Kansas State Teachers College, Emporia, is shown above presenting the award to Miss Marjorie Kling.

IN ACTION

Conference on the Status of the Teaching Profession

We live in one world. We, as business educators, are a part of a large profession. The teaching of children and adults the world over forms a profession with common interests and with common problems. For that reason business educators are widening their horizon of understanding to include better relationships with teachers of other countries. To further this relationship the United Business Education Association was represented in Istanbul, Turkey, at the meeting of the World Confederation of Organizations for the Teaching Profession from July 30 to August 5, 1955. The UBEA representative was a part of the delegation of the National Education Association.

By **DOROTHY VEON**
The Pennsylvania State University
University Park, Pennsylvania

The World Confederation was formed on August 1, 1952, in Copenhagen, Denmark (a) to foster a conception of education directed toward the promotion of international understanding and goodwill, (b) to improve teaching methods, educational organizations, and the training of teachers so as to equip them better to serve the interests of youth, (c) to defend the rights and the material and moral interests of the teaching profession, and (d) to promote closer relationships between teachers in different countries.

At the meeting of WCOTP in Istanbul there were 111 delegates from 32 member organizations, representing 23 countries. Eight associate member organizations were also represented. In addition, observers from three international agencies were present: International Labor Office, United Nations, and U. N. Educational, Scientific, and Cultural Organization.

The Assembly of Delegates met for the opening session on the evening of July 30 at the Petit Palais, Chalet, where Turkish officials welcomed the group. This was followed by an address by Sir Ronald Gould, of the National Union of Teachers of England and Wales. As WCOTP president, Sir Ronald noted in his address certain significant world trends, such as shortage of teachers, increased costs of education, and the improvement in the education of teachers. On the darker side, he also pointed out the fact that about 200 million children of school age are not being cared for by school systems in the world.

The business sessions were held in the Lyce's Galatasaray. These sessions included reports from the WCOTP Executive Committee, the Federations of Primary and Secondary Teachers, and reports from three WCOTP representatives at international conferences the past year. Actions passed by the Assembly included eleven resolutions on "The Status of the

Teaching Profession," the admission of the Association of Spanish Teachers in Exile, the admission to associate membership of four teachers organizations in the United States, and the establishment of relations with other international organizations of teachers in accordance with Article IX of the Constitution.

The delegates met in discussion groups to consider four factors related to the status of the teacher profession—academic or "professional," social, economic, and legal. The highlights of these discussion groups were embodied in these resolutions passed by the assembly.

"1. In the interest of children and the nation, it is essential that the social and economic status of the teaching profession should be raised. In order to accomplish this and to secure a solid basis of knowledge and teaching ability, high standards of professional education should be established.

"2. Central and local authorities, universities and training institutions should provide facilities to enable teachers to keep abreast of educational thought and practice.

"3. Teachers' salaries should be commensurate with those of other professions with equivalent training and qualifications and where the responsibilities are of comparable importance.

In order to attract and retain teachers of the quality required, salary scales should not only be adequate at the minimum but should proceed more rapidly to a satisfactory maximum.

Pensions for teachers and their dependents should be such as will enable them to maintain reasonable standards of living.

"4. One of the most important tasks of the teaching profession is to form strong professional organizations.

"5. It is essential that the teaching profession should have permanent and close relations with the public authorities.

"6. Teacher representatives on central and local government bodies should be appointed by teachers themselves.

"7. Teachers in schools of all types should have the right to stand as candidates for administrative and political positions. While carrying out other duties in these spheres their pension rights should be maintained by their continuing to pay contributions.

"8. Teachers should be entitled to reasonable leave and absence with pay to enable them to participate in the activities of their professional organizations.

"9. No teacher should be required, against his will, to give religious instruction. (Not favored by NEA Delegation.)

"10. It is impossible to envisage an efficient educational system and a sound education unless the necessary requirements of such an education are fully recognized by the whole country, which must be prepared to provide them.

"11. Teachers organizations should make use of all modern means of communication (press, radio, etc.) in order to rouse public opinion to the great importance of educational problems."

At the second business session an address was given on the major topic of consideration, "The Status of Teaching." This topic was discussed by Mr. George R. Ashbredge, Dominion Secretary of the New Zealand Educational Institute. His remarks may be summarized as follows:

"Teachers or groups of teachers in different societies may enjoy several statuses depending upon the perspective of one's view of their associations and activities. One of these statuses may be their economic position, but this may or may not reflect the power or prestige accorded to these teachers at a given point in the history of their respective country. . . . In most countries social statuses seem to be influenced by the sex, the teacher, the social class, the pupils taught, the social origins of the teachers themselves, the age of the pupils, the subjects taught, and the qualifications of the teachers, and these things are variously compounded according to the social forces in different sectors of any population, and in different countries at any particular point in time. There is, too, the community's estimation of the importance and value, the services teachers render. In the final analysis this question, the prestige of a teacher, revolves around the manner in which he registers as a citizen, and that is not completely dependent upon his professional training or the remuneration available to him."

AFFILIATED, COOPERATING, AND UBEA REGIONAL ASSOCIATIONS

The announcements of meetings, presentation of officers, and special projects of affiliated, cooperating, and UBEA regional associations should be of interest to FORUM readers. An affiliated association is any organized group of business teachers which has been approved for representation in the UBEA Representative Assembly. A UBEA regional association is an autonomous group operating within a UBEA district which has unified its program of activities with UBEA and has an official representative on the UBEA National Council for Business Education. A cooperating association is defined as a national organization or agency for which the UBEA National Council for Business Education has established a coordinating committee.

AFFILIATED ASSOCIATIONS

Alabama Business Education Association
 Arizona Business Educators' Association
 Arkansas Education Association, Business Education Section
 California Business Education Association
 Chicago Area Business Educators' Association
 Colorado Business Education Association
 Connecticut Business Educators' Association
 Delaware Commercial Teachers Association
 Florida Business Education Association
 Georgia Business Education Association
 Greater Houston Business Education Association
 Idaho Business Education Association
 Illinois Business Education Association
 Indiana State Teachers Association, Business Education Sections
 Inland Empire Commercial Teachers Association
 Iowa Business Teachers Association
 Kansas Business Teachers Association
 Kentucky Business Education Association
 Louisiana Business Education Association
 Maryland Business Education Association
 Minnesota Business Education Association
 Mississippi Business Education Association
 Missouri State Teachers Association, Business Education Section
 Montana Business Education Association
 Nebraska Business Education Association
 New Hampshire Business Educators' Association
 New Jersey Business Education Association
 New Mexico Business Education Association
 North Carolina Education Association, Business Education Section
 North Dakota Education Association, Business Education Section
 Ohio Business Teachers Association
 Oklahoma Commercial Teachers Federation
 Oregon Business Education Association
 Pennsylvania Business Educators' Association
 Philadelphia Business Teachers Association
 St. Louis Area Business Education Association
 South Carolina Business Education Association
 South Dakota Business Teachers Association
 Tennessee Business Education Association
 Texas Business Education Association
 Tri-State Business Education Association
 Utah Education Association, Business Education Section
 Virginia Business Education Association
 Washington (Eastern, Central, and Western) Business Education Associations
 West Texas Business Education Association
 West Virginia Education Association, Business Education Section
 Wisconsin Business Education Association
 Wyoming Business Education Association

UBEA REGIONAL ASSOCIATIONS

Southern Business Education Association
 Western Business Education Association
 Central Region of UBEA
 Mountain-Plains Business Education Association



ARKANSAS . . . Business teachers present at the planning session for ABEA's fall meeting and 1955-56 program of activities included: (seated, left to right) Edyth Griffin, Hulbert High School; Ethel Hart, Fairview High School, Camden; Frederick Basco, ABEA president, State Teachers College; Nadine Marcom, North Little Rock High School; (standing, left to right) Robert Ferralesco, Arkansas State College; Roy Weedon, Arkansas Tech.; Mildred Brading, Little Rock Vocational School; and C. C. Carrothers, Arkansas State College.

SOUTHERN REGION

Hulda Erath, News Editor

South Carolina

The South Carolina Business Education Association, under the guidance of Margaret P. Holliday, Conway, president; Marguerite Hendrix, Taylors, vice president; and Jacqueline Douglas, Darlington, secretary-treasurer, will hold its seventh annual fall convention at Winthrop College in Rock Hill beginning with registration at 10:00 a.m. on October 29. The Executive Board of the SCBEA recently adopted as the theme "Today's Business Education Is Tomorrow's Business."

Both the morning and afternoon sessions will feature the area of shorthand with Madeline S. Strony of New York as guest speaker. Mrs. Strony will demonstrate and lecture during the morning session on methods and techniques of shorthand presentation. She will conduct a shorthand problem clinic in the afternoon.

Clarina Cornwell, local chairman of arrangements, has announced that the annual executive board dinner and business meeting will held in Joynes Hall on Friday evening, October 28. The executive board, in addition to the three executive officers, is comprised of the following:

Eleanor Patrick, Chester; Jewelle Hollis, Columbia; Dorothy Van Patten, Columbia; Clarina Cornwell, Winthrop College; Kitty Steinhart, Georgetown; Anita McClimon, Coker College, and Elizabeth Holcombe, Columbia.

West Virginia

The following officers have been elected for a two-year term in the West Virginia Business Education Association: president, Nora Goad, Stonewall Jackson High School, Charleston; vice president, Nellie Maude Dailey, Marshall Laboratory School, Huntington; and secretary-treasurer, Brooksie Fannin, East Bank High School.

Members of the Executive Committee are Hazel Dillon, Woodrow Wilson High School, Beckley; Lelah Powell, Point Pleasant High School; Eunice Haddad, Sophia High School; Genevieve Butcher, Glenville State College; and M. F. Pavlick, DuPont High School, Belle.

Virginia

The fall meeting of the Virginia Business Education Association will be held in Richmond on October 28. The principal speaker will be Elvin S. Eyster of Indiana University. Dr. Eyster's topic will be "Your Public Relations Responsibilities in Business Education."

The luncheon meeting will be held in honor of Arthur L. Walker, State Super-

IN ACTION

visor of Business Education, who has just completed his tenth year in that capacity. He will be introduced by Frank B. Cale, State Director of Vocational Education, and will talk on "My Ten Years as State Supervisor of Business Education in Virginia."

The Executive Board of the Virginia Business Education Association will meet on October 27, at 7:30 P.M. Kenneth Zimmer, Director of the School of Business at the Richmond Professional Institute of the College of William and Mary will preside at these meetings.

Georgia

Georgia business education teachers have recently organized the Georgia SBEA-UBEA Membership Committee with one member in each congressional district of the State to serve with the state representative in promoting SBEA-UBEA membership. Members of the committee are: Stephen Homick, Mrs. T. M. McComb, Sara Lowe, J. Hubert Green, James R. Kantner, Parker Liles, Joe Specht, Mrs. Guy Davenport, Eleanor Aspinwall, Edith C. Mulkey, and Lillian Chambers.

North Carolina

William P. Warren, Candler High School, is the 1955-56 president of the Business Education Section of the North Carolina Education Association. Other officers include Kathryn McEntire, Senior High School, Greensboro, vice president; and Ella Brigmon, Sand Hill High School, Asheville, secretary.

Vance T. Littlejohn of the Woman's College of the University of North Carolina and Dwight Fink of Crossnore School were chosen as representatives to the UBEA Regional Representative Assembly in St. Petersburg, Florida. The president was selected to represent the association at the SBEA convention. The group voted to extend an invitation to the Southern Business Education Association to meet in Asheville.

"The Improvement of Instruction in Business Education Through Supervision" is the topic chosen for the current year.

Florida

Guest speakers at the luncheon meeting of the Florida Business Education Association in Tampa were Josephine Poppleton of Tampa, and Harold Heiser of the University of Tampa. Joseph H. Young of the University of Miami served as moderator for the panel discussion.

Officers elected for 1955-56 are as follows: president, John Hudson, St. Peters-

burg; vice president, James Baugher, Miami; secretary-treasurer, Leon Ellis, Frostproof; and sergeant-at-arms, Vernon Hall, Lakeland. Reports were given concerning plans for a work conference to be held this fall in Daytona Beach, and the SBEA Convention which will meet November 24-26 in St. Petersburg.

MOUNTAIN-PLAINS REGION

MPBEA

The Fourth Annual Convention of the Mountain-Plains Business Education Association was held this year at the Albany Hotel in Denver, Colorado, on June 15-18.

The convention program was highlighted by a general session dealing with practical applications of research findings to classroom teaching in business education. Other special features included a panel presentation of FBLA activities, a problems clinic, and a mountain picnic.

The 1956 convention will be held in Wichita, Kansas, June 14-16. Faye Ricketts of Wichita University and Gerald Porter of the University of Oklahoma will serve as General Chairman and Program Chairman respectively.

The officers for this year are as follows: Clyde Blanchard, Tulsa, Oklahoma, president; Dorothy Travis, Central High School and the University of North Dakota, Grand Forks, vice president; Reuben Dumler, St. John's College, Winfield, Kansas, treasurer; and Agnes Kinney, North High School, Denver, Colorado, executive secretary.

The Mountain-Plains Business Education Association has been giving special consideration to the following problems:

1. How to further coordinate membership activities within MPBEA and UBEA?
2. How to better inform MPBEA members and potential members about UBEA-MPBEA activities?
3. How to better coordinate MPBEA administrative activities?
4. How to determine convention sites on a long-range basis that will be fair and equitable to all concerned?

Special groups and committees are studying the problems listed in terms of past experience and now have some of their work completed. In solving these problems MPBEA is arriving at a point where it can do more long-range planning. MPBEA is operating in the black, it is preparing to sign 1,300 members, and is ready to take on more activities. MPBEA is growing up!

Oklahoma

The Oklahoma Business Teachers Federation will hold its annual meeting on October 28 in Oklahoma City. The first session will open at 10:00 a.m. at the Webster Junior High School with Vice President Della A. Mize, of Capitol Hill Senior High School in Oklahoma City, presiding. A typewriting demonstration and discussion will be presented by John L. Rowe, University of North Dakota.

President Lloyd L. Garrison, associate professor of business education at Oklahoma A. and M. College, Stillwater, will preside at the luncheon which will be held at the Oklahoma Club. Dr. Rowe will discuss the topic, "Retrospect and Prospect in Business Education," at the luncheon session. A business meeting will follow this session. A proposed new constitution will be presented for approval at this meeting.

West Texas

"Meeting the Demands of the Modern Business World" will be the theme of the West Texas Business Teachers Association Convention to be held October 21 and 22 at the Settles Hotel in Big Springs.

Guest speaker for the Friday evening banquet will be Robert E. Slaughter of New York City who will speak on "The Employer's Measure of Our Graduates."

Sectional meetings will be held the following day. G. E. Kiser, West Texas State College; L. Millard Collins, Educational Consultant for IBM; and Ruth I. Anderson, North Texas State College, will have prominent parts on the program.

Wyoming

The Executive Board of the Wyoming Business Education Association plans "Family Financial-Security Education" as the theme of the five district meetings to be held October 7. The Institute of Life Insurance is cooperating with WBEA to make these meetings possible.

Kansas

O. O. Barnett, vice president, will preside at the annual meeting of the Kansas Business Teachers Association to be held November 5 in Wichita. Greetings will be brought to the group by one of the Wichita city officials.

S. J. Wanous, University of California, Los Angeles, will speak on the topic, "Teaching Human Relations to Prospective Office Workers." A shorthand and transcription demonstration will be given by Madeline S. Strony of McGraw-Hill Book Company.

Jim Muckenthaler, Kansas State President of FBLA, and National FBLA Vice

President for the Mountain-Plains Region will speak on the "Organization and Promotion of FBLA in Kansas and the Mountain-Plains Region." An exhibit of chapter activities will be displayed by the Kansas State Chapter of FBLA.

A report of the committee on Business Offerings in Small and Large High Schools of Kansas will be given by Agnes Chapman of Wichita. E. C. McGill, president of UBEA, will speak on UBEA activities.

Local arrangements and display space for the convention will be headed by Nora Stosz, Wichita North High School. Frances Brooks, Wichita North High School, will act as chairman of registration.

Texas

During the past year, the TBEA has written a *Handbook of Business Education* for the teachers in Texas. At present it is in manuscript form, but will be printed and distributed to business teachers by the Texas Education Agency.

A second project, pending approval at the fall meeting, is the publication of a newsletter, the *Texas Business Educator*, three times each year. The first issue is to be published in October.

Western Region

Utah

The fall meeting of the Utah Business Education Association will be held on October 13. Plans for the meeting include tours to various business offices, a buzz session and smorgasbord luncheon, and a lecture and discussion session on problems of business education. Earl G. Nicks, Manager of Business Education Division, Underwood Corporation, the guest speaker, has selected the topic, "A Bird's-Eye View" for his discussion.

In the absence of the president, Opal Christensen, the first vice-president, Julian Wood, will preside. Other officers are James L. Herndon, second vice-president; Mary Markosian, secretary; and Eva Sumner, treasurer.

Washington

New officers of the Central Washington Business Education Association were elected at the spring meeting. They include: President, Dorothy Webster, Yakima High School; vice president, Dean Lehman, Chelan High School, and secretary-treasurer, Ruth Meabon, Highland High School, Cowiche.



WBEA OFFICERS . . . Verner Dotson (center) is the 1955-56 President for the Western Business Education Association. He is supervisor of business education in the Seattle City Schools. Other officers are (left to right) Phillip Ashworth, assistant supervisor of business education, San Diego City Schools, secretary; Edwin Swanson, San Jose State College, immediate past-president; Jesse Black, Brigham Young University, vice president; and Clisby Edelfsen, Boise Junior College, treasurer.

The Eastern Washington Business Teachers Association held its spring meeting at Coeur d'Alene Hotel in Spokane. The program featured a luncheon, business session, and panel discussion. The theme of the discussion was "What Is Expected of the Business Student?" This was viewed from the standpoint of the businessman, the high school principal, the college professor, and the high school teacher. Following are some of the points stressed by the speakers.

Mr. Fowle of the Standard Oil Company of Spokane stated that although a businessman could not expect as much from a high school student as he could a college student, nevertheless, the high school student is still in competition with the college student. He stated further that the high school student should still be able to adapt himself, be honest, be a salesman, have leadership, and be a team-worker. He emphasized that skill and character are both vital elements to be considered in employing people.

Mr. Baten, head of the business department at Lewis and Clark High School in Spokane, gave an insight into what the typewriting classes are accomplishing at his school in the preparation of students for business. The classes are conducted like an office. He stated that "teachers expect of the student what they can get; they get from the students what they expect."

Superintendent C. O. Pence of Opportunity urged the teachers to see that the students have some knowledge and skill in the operation of a typewriter and adding machine; also, that they know office practices and procedures.

Professor Markwell of Eastern Washington College of Education listed ten points on what a college professor expects of the business student. In his concluding remarks, he said, "One should hold himself responsible for a standard which is higher than anyone expects of him."

Bruce Blackstone, guest speaker from the University of Idaho, was moderator for a panel discussion. Dr. Blackstone emphasized (1) the importance of teaching citizenship, (2) establishing professional efficiency which should be made available to the student through direct experience, and (3) developing better youth. He concluded his summary with the statement, "The students of today are the architects of tomorrow."

You Have a Date!

November 4. Joint meeting of Central Region of UBEA and Iowa Business Education Association, Des Moines.

November 24-26. Annual Convention of Southern Business Education Association,* Soreno Hotel, St. Petersburg, Florida.

February 23-24. Joint Convention of UBEA Divisions (NABTTI, ISBE, Research, Administration) Conrad Hilton Hotel, Chicago, Illinois.

March 29-31. Annual Convention of Western Business Education Association,* Seattle Washington.

June 10-12. Annual Convention of Future Business Leaders of America, Statler Hotel, Washington, D. C.

June 14-16. Annual Convention of Mountain-Plains Business Education Association,* Wichita, Kansas.

July 1-6. Annual Convention of National Education Association and special meetings of NEA Departments, Portland, Oregon.

*UBEA Representative Assembly will be held in connection with this convention.

IN ACTION

CENTRAL REGION

CRUBEA

The Central Region of the United Business Education Association was represented by a delegate from each of the affiliated organizations, in the eight states comprising the region, at a meeting held in Chicago on May 6, 1955. The group voted to submit a proposal for activation to the UBEA Representative Assembly held on July 4, 1955, at the Hotel Morrison in Chicago. The proposal as approved by the UBEA Representative Assembly at its meeting on July 4, 1955, follows:

The Governing Board of CRUBEA will meet twice each year with two of the eight state business education associations. The plan is to offer assistance to the state organizations in planning their annual meeting and participating in the meeting, if it is practical. Four of the states in the Central Region (Michigan, Ohio, Illinois, Missouri) meet in the spring and four (Indiana, Iowa, Minnesota, Wisconsin) have meetings in the fall. Consequently, CRUBEA will participate in every state once every four years.

The first regular meeting of CRUBEA will be held in connection with the Iowa Business Education Association on November 4, 1955. The Illinois Business Education Association will be host for the spring meeting.

The Governing Board of CRUBEA consists of one representative from each of the affiliated associations in the Central Region plus the three UBEA representatives on the National Council from the Central Region who are elected by mail ballot.

Officers for the first year include: Chairman, Lloyd Douglas, Iowa State Teachers College; vice chairman, Mearl R. Guthrie, Bowling Green State University; and secretary-treasurer, Fred Archer, Minnesota State Teachers College at St. Cloud.

Members of the Special Planning Committee were Lloyd Douglas, Mearl R. Guthrie, and Ray L. Ruppel (elected members of the UBEA Executive Board), Paul Boysen (Iowa), Vernal H. Carmichael (Indiana), Wilbur Doak (Chicago Area), Jane Ann Harrigen (Minnesota), Catherine Riggs (Michigan), Robert Stickler (Illinois), Merea Williams (Missouri), Lewis Toll (Illinois), Mary Sufana (Indiana), and Edith Sidney (Illinois).

The purpose of activating CRUBEA is to provide an opportunity for the UBEA affiliated associations in the Central Region to work together to improve the profession of business teaching. It will enable each affiliated organization in this UBEA Region to send a representative to two state meetings each year for study and reports on out-of-state activities; also, to work more closely with the national UBEA and state education associations.

Wisconsin

Hamden L. Forkner will give the main address at the two-day meeting of the Wisconsin Education Association in Milwaukee on November 3-4. He will speak on "Do Business Teachers Really Mean Business?" A series of problem clinics have been arranged for Friday's program. Problems will cover the following areas: clerical practice, bookkeeping, advanced business subjects, transcription, problems facing the teacher in a small high school, and problems in organizing and stimulating business clubs.

The Executive Committee of the Wisconsin Business Education Association met recently with two representatives of the State Department of Public Instruction. Problems relating to business curriculum and possible cooperation on projects were discussed. Help on recruitment of business teachers and a curriculum workshop were mutually agreed upon as projects for immediate action. This meeting is one of a series of conferences planned for the two groups so that a full understanding of what is going on in the state may be brought back to the teachers.

Iowa

The Iowa Business Education Association will hold its annual meeting in connection with the Iowa Education Association on November 4 in Des Moines. "Problems in Business Education" has been chosen as the theme of the convention and individual sectional meetings are to be held as follows:

- Beginning Business Teacher Problems
- Co-Curricular Activities
- Distributive Education and Office Co-Op Programs
- Curriculum Planning
- Guidance in Business Education

Ennis Perry, Head of the Bureau of Business Education in the Chicago, Illinois, Schools is to be the keynote speaker for the meeting. He will visit the various sectional meetings and summarize the day's activities at the end of meeting.

A highlight of this year's convention is to be the first meeting of the executive board of the newly organized CRUBEA. All the teachers in Iowa will profit from these out-of-state leaders in business education who will meet in connection with the combined IBEA-CRUBEA Convention.

One of the IBEA goals, for the coming year is to have every member of the state association a member of the United Business Education Association.

President Paul J. Boysen and Vice President Virginia Padovan will report on their attendance at the UBEA meeting in Chicago in July.

Ohio

At the spring meeting of the Ohio Business Education Association held in Cleveland, John C. Frakes was elected president to serve during 1955-56. Mr. Frakes serves the Cleveland Board of Education as director of business education in the junior and senior high schools.

Other officers of the association include: Galen Stutsman, Bowling Green State University, vice president; and Dorothy H. Miller, Zanesville High School, secretary-treasurer. The advisory council now consists of Mabel Collins, Harold Leith, Inez Ray Wells, Paul S. Smith, and Lillian Artola.

Evalyn Hibner, Wilmington College, will serve again as editor of the *Ohio Business Teacher*. Betty M. Weaver, Ohio University, Athens, is business manager of the magazine.

Minnesota

"Improving the Three R's in Business and Distributive Education" will be the theme of the Minnesota Business Education Association Convention to be held October 27 and 28 at the Radisson Hotel in Minneapolis.

Highlighting the convention will be a luncheon and tour of the new Prudential Insurance Company building in Minneapolis. Harvey Wagner Roosevelt High School, Minneapolis, is in charge of this event.

The program on Friday is designed to give needed information to teachers about the three "R's". Teachers of business subjects have constantly been confronted with reading, writing (speech), and mathematical deficiencies in regard to their students. Three experts in these fields have been secured to conduct panels and group discussions. There will be recorders for each of these groups and a final summary will be available to the members attending the convention.

The Southern News Exchange

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Volume IV

October 1955

Number 1

Convention Highlights

Southern Business Education Association

The convention program that has been arranged for you at St. Petersburg is inspirational, instructional, and varied. I am sure that you will find it interesting and challenging. Persons from every state in our Southern Region are on the program. Many of our nationally recognized leaders in business education will also participate in the sessions.

The local committees, composed of teachers in Pinellas County, have been working since last April and have completed all the necessary arrangements to make your stay pleasant and enjoyable. The co-chairmen, Tod Dravis and John Hudson, have given the local committees excellent leadership and direction.

This is one of those conventions where you will want to bring the entire family and make this Thanksgiving season a pleasant vacation as well as one of professional improvement.—VERNON A. MUSSELMAN, SBEA PRESIDENT

FROM THE GULF TO THE BLUE RIDGE

... Summer workshops in typewriting and office practice were conducted at Virginia Polytechnic Institute by Woodrow L. Tucker of Washington County Technical School, Abingdon, and Earl W. Bracey of Norview High School, Norfolk, Virginia. ... The Alabama Business Education Association proudly announces the election of one of its members, Sue Savage, Murray High School, Mobile, as state president of the Alabama Classroom Teachers Association. ... Florida business teachers are well represented among the officers of the Florida Classroom Teachers Association with Frances Saunders of Orlando and Muriel Plummer of Miami serving as the vice president and corresponding secretary. ... Vernon Anderson of Murray (Kentucky) State College was named acting head of the Department of Business Education during the absence of Thomas Hogancamp. Mr. Hogancamp has been on leave of absence while doing graduate work at Indiana University. ... Edna G. Bailey has joined the staff at Georgia Training School for Boys in Milledgeville. Mrs. Bailey was named to the state department of education and served as a member of the staff representing business education during the past year. ... Harry Huffman of Virginia Polytechnic Institute was a visiting professor at Boston University during the summer session. ... Kenneth Zimmer, Richmond Professional Institute, taught at Teachers College, Columbia University during the summer session. ... Durwood Taylor of Livingston State College, Livingston, Alabama, replaces Stephen Homick as head of the Department of Business Education at Troy State Teachers College. Mr. Homick is engaged in a doctoral study at the University of Georgia. ... More than 200 business teachers attended the recent conference on "Industry and Education Cooperation" sponsored by West Virginia Institute of Technology and Concord College. Reed Davis and Cloyd Armbrister were in charge of the conference. ... Louise Moses of

Norfolk, and Elaine Kriseh of Newport News, Virginia, attended the International Economic Conference in Sweden. ... Eleanor Foxworth, formerly of the Kingstree High School, Kingstree, South Carolina, is the new executive secretary of the Alumnae Association of Winthrop College. ... A. L. Walker, Virginia State Department of Education conducted a conference on August 18 for vocational office training coordinators in Virginia and Georgia. The conference was held at Old Point Comfort. ... Marguerite Crumley, Virginia State Department of Education, conducted a workshop for FBLA sponsors and chapter presidents at Massanetta Springs. ... Eleanor Patrick of Chester, South Carolina, toured New England and Canada during the summer vacation. ... Nora Goad, president of the West Virginia Business Education Association and teacher at Stonewall Jackson High School in Charleston, was recently appointed a member of the presidents committee to study education in West Virginia. ... The Business Education Service of the Virginia State Department of Education has published a course of study for typewriting teachers. ... Anita McClimon received the M.A. degree from the University of Tennessee at the August commencement. ... Large delegations of FBLA sponsors and chapter representatives from Louisiana, Georgia, and North Carolina attended the National Convention in Chicago. Richard Clanton of the Louisiana State Department of Education was in charge of the Louisiana group which made the trip by train. Mary Ellen Smith of Marietta, Georgia, and Mrs. Paul Clark of Ayden, North Carolina, were in charge of their respective groups which traveled in chartered buses. ... Glen Murphy, formerly of Florida State University, has accepted a position in Panama with the International Cooperation Administration. Howard Abel has been released from military service at Great Lakes Naval Training Station. He will teach at Florida State University and serve as chairman of the Florida FBLA Committee. ... Maud Marcom of University of South Carolina High School, Columbia, is the new vice president of the South Carolina Education Association.

Southern Business Education Association—S

THEME: BETTER BUSINESS EDUCATION

CONVENTION PROGRAM

NOVEMBER 24—THURSDAY

- 8:00 UBEA Breakfast—West Section, Main Dining Room**
Arrangements: Hollis Guy, Executive Director, United Business Education Association, Washington, D. C.
- 9:00 UBEA Representative Assembly, Southern Regional Meeting—Florida Room**
Presiding—E. C. McGill, President, UBEA, Kansas State Teachers College, Emporia
Roll Call and Accrediting of Delegates of Affiliated Associations—Hollis Guy
Business Session and Discussion Group Meetings
- 4:30-5:30 Official Reception for all SBEA members, guests and exhibitors—Ball Room**
Hosts: SBEA Executive Board
- 6:30 Fellowship Dinner—Ball Room**
Presiding—Vernon A. Musselman, President, Southern Business Education Association, University of Kentucky, Lexington
Toastmaster—Kenneth Zimmer, Second Vice-President, SBEA, Richmond Professional Institute, Richmond, Virginia
Invocation—Z. S. Dickerson, Secretary, SBEA, Alabama State Teachers College, Florence
Welcome—Floyd T. Christian, Superintendent of Schools, Pinellas County, Florida
Keynote Address—Hamden L. Forkner, Teachers College, Columbia University, New York City
- 9:00-10:00 Florida Open House—Ball Room**

NOVEMBER 25—FRIDAY

- 8:00 FBLA Sponsors Breakfast—Terrace Room**
(All business teachers invited whether you sponsor an FBLA Chapter or not)
Presiding—Gladys Peek, National Board of Trustees, Southern Representative; Louisiana State Department of Education, Baton Rouge
Panel—Chairmen of FBLA State Committees in the Southern Region.
- 9:00-10:30 First General Session—Ball Room**
Presiding—Vernon A. Musselman, President, SBEA, University of Kentucky, Lexington
Chairman—Gladys Johnson, First Vice-President, SBEA, Senior High School, Little Rock, Arkansas
Invocation—Alton H. Glasure, First Presbyterian Church, St. Petersburg
Greetings—The Honorable Samuel G. Johnson, Mayor, St. Petersburg
Response—Gladys Johnson, First Vice-President, SBEA
Topic—A Symposium: "Improving the Business Education Curriculum"
Speakers—Charles E. Davis, Superintendent, Henrico County Schools, Richmond, Virginia
Title: "The School Superintendent Views Business Education"
John Rowe, University of North Dakota, Grand Forks
Title: "Improving Business Education Curriculum Patterns"
W. C. Gill, Office Manager, Douglas Aircraft Company, Inc., Tulsa, Oklahoma
Title: "Common Ground in Business and Education"

DIVISIONAL MEETINGS

- 10:45-12:00 Secondary Schools—Ball Room**
Chairman—Nora Goad, Stonewall Jackson High School, Charleston, West Virginia
Assistant Chairman—John Hudson, Boca Ciega High School, Gulfport, Florida
Secretary—Jo Shaw, Shelby, North Carolina
Topic—"Is Your Voice Really You?"
Speaker—Leila Reid, Southern Bell Telephone and Telegraph Company, Jacksonville, Florida
- 10:45-12:00 Private Business Schools—Room 233**
Chairman—Mary F. Crump, Jones Business College, Orlando, Florida
Topic—"Business Becomes a Profession"
Speaker—Dean Morgan J. Morey, Tampa College, Tampa, Florida
- 10:45-12:00 Junior Colleges—Florida Room**
Chairman—Binford Peeples, Northeast Junior College, Booneville, Mississippi
Assistant Chairman—Dorothy Coleman, Pearl River Junior College, Poplarville, Mississippi
Secretary—Lenore Pierce, Lees-McRae College, Banner Elk, North Carolina
Topic—"The Role of the Junior College in Business Education"
Speaker—Doak S. Campbell, President, Florida State University, Tallahassee
- 10:45-12:00 Colleges and Universities—Palm Room**
Chairman—Norval Garrett, Southeastern Louisiana College, Hammond
Assistant Chairman—Mabel Baldwin, Mississippi State College for Women, Columbus
Secretary—Glenna Dodson, University of Florida, Gainesville
Panel Moderator—Russell Hosler, University of Wisconsin, Madison
Panel Members—Marguerite Crumley, State Department of Education, Richmond, Virginia
Z. S. Dickerson, Alabama State College, Florence
Devere Smith, University of South Carolina, Columbia
- 12:15 Delta Pi Epsilon Luncheon—Main Dining Room**
Sponsor—XI Chapter, University of Florida, Gainesville
Presiding—John Moorman, Chapter Sponsor
Address—Theodore Woodward, George Peabody College for Teachers, Nashville, Tennessee
Topic—"Business Teacher Recruitment"

ROOM RESERVATIONS

Should be sent to Soreno Hotel, St. Petersburg, Florida. UBEA-SBEA membership dues (\$5 for basic service; \$7.50 for comprehensive service) should be sent to your State Representative.

St. Petersburg, Florida—November 24-26, 1955

THROUGH IMPROVED INSTRUCTION

SECTIONAL MEETINGS

2:00-3:15 Basic Business—Palm Room

Chairman—Alvin Dickerson, University of Arkansas, Fayetteville
Assistant Chairman—Evelyn Babb, University of Florida, Gainesville
Secretary—John Fuglaar, Enterprise High School, Enterprise, Louisiana
Panel—James W. Loyd, University of Florida, Gainesville
Topic—"Using Supplementary Materials in Basic Business"
Mildred Brading, Senior High School, Little Rock, Arkansas
Topic—"Using Community Resources in Basic Business"
R. D. Cooper, South-Western Publishing Company, Cincinnati, Ohio
Topic—"Teaching Methods for Basic Business"

2:00-3:15 Clerical Practice—Florida Room

Chairman—Martin Stegenga, Mississippi Southern College, Hattiesburg
Assistant Chairman—Sara Anderson, Madison College, Harrisonburg, Virginia
Secretary—Catherine Baker, University of Georgia
Topic—"Improving Instruction in a General Clerical Training Program"
Moderator—Arthur L. Walker, State Department of Education, Richmond, Virginia
Panel—James W. Crews, University of Florida, Gainesville
Emma M. d'Aquin, L. E. Rabouin Vocational High School, New Orleans, Louisiana
Betty Dean Platt, Baton Rouge High School, Baton Rouge, Louisiana

2:00-3:15 Administration and Supervision—Room 233

Chairman—Parker Liles, Atlanta City Schools, Atlanta, Georgia
Assistant Chairman—Euclidean Threlkeld, Florida State Department of Education, Tallahassee
Secretary—Della Rosenberg, Starke High School, Starke, Florida
Topic—"Administrative and Supervisory Problems of the High School Department Head"
Moderator—Wilson Ashby, University of Mississippi, University
Panel—Mary M. Beard, West Fulton High School, Atlanta, Georgia
Maudie Cook, Coral Gables High School, Coral Gables, Florida
Gladys Johnson, Senior High School, Little Rock, Arkansas
Harold McGuire, Robert E. Lee Institute, Thomas-ton, Georgia

3:30-4:45 Bookkeeping and Accounting—Florida Room

Chairman—Polly Lou Hicks, Boyce High School, Boyce, Louisiana
Assistant Chairman—Nellie Ellison, Appalachian State Teachers College, Boone, North Carolina
Secretary—Evangeline Cothren, Greene County Tech. High School, Paragould, Arkansas

3:30-4:45 Bookkeeping and Accounting (continued)

Topic—"Improved Instruction Through Supplementary Materials"
Moderator—John Pendery, South-Western Publishing Company, Cincinnati, Ohio
Panel—Nancy Nelson, Chester High School, Chester, South Carolina
Topic—"The Importance of Supplementary Teaching Aids and Materials in Accounting"
J. H. Sims, Henry Clay High School, Lexington, Kentucky
Topic—"Sources and Types of Supplementary Teaching Aids and Materials Available in the Field of Accounting"
Roy S. Stevens, State Teachers College, Florence, Alabama
Topic—"The Practical Use of Supplementary Teaching Aids and Materials in Accounting Classes"

3:30-4:45 Secretarial—Palm Room

Chairman—W. L. Tucker, Washington County Technical School, Abingdon, Virginia
Assistant Chairman—Kathryn Cooley, Cartersville High School, Cartersville, Georgia
Secretary—Hollie Sharpe, Middle Tennessee State College, Murfreesboro
Topic—"Better Secretaries Through Improved Instruction"
Moderator—D. D. Lessenberry, University of Pittsburgh, Pittsburgh, Pennsylvania
Panel—Margaret T. Holliday, Conway High School, Conway, South Carolina
Ellen Moore, State Teachers College, Florence, Alabama
Ada Bell Hall, Lafayette High School, Lexington, Kentucky

6:30-9:30 Annual Banquet—Ball Room

Presiding—Vernon A. Musselman, President, SBEA
Invocation—Liston Fox, Treasurer, SBEA, University of Tennessee, Knoxville
Introductions—Gladys Johnson, First Vice-President, SBEA
Greetings—Presidents of UBEA and regional associations
Address—Robert Slaughter, Vice-President, Gregg Publishing Division, McGraw-Hill Book Company, Inc.
Title: "The Dimension of Personality in Teaching"

10:00-12:00 Inaugural Ball—Ball Room

NOVEMBER 26—SATURDAY

7:45-8:45 Special Breakfasts

George Peabody College for Teachers
Kentucky Breakfast
Teachers College, Columbia University

DISCUSSION GROUPS

Kenneth Zimmer, Second Vice-President, SBEA, in Charge

9:15-10:30 Group 1—Using Audio-Visual Aids in Business Teaching

Chairman—Frank Herndon, Mississippi College for Women, Columbus
Consultant—Eugenia Moseley, George Peabody College for Teachers, Nashville, Tennessee

9:15-10:30 Group 1 (continued)**Principal Discussants:**

Kathryn G. Cooley, Cartersville High School, Cartersville, Georgia
 Basil O. Sweat, George Peabody College for Teachers, Nashville, Tennessee
 Bonnie Nicholson, Bessemer High School, Bessemer, Alabama
 Carol Brantley, Gulfport High School, Gulfport, Mississippi
 Eileen Howle, Cairo High School, Cairo, Illinois

9:15-10:30 Group 2—Using New Curriculum Patterns in Business Teaching

Chairman—C. C. Dawson, Lincoln Memorial University, Harrogate, Tennessee
Consultant—John Rowe, University of North Dakota, Grand Forks
Principal Discussants:
 Theodore Woodward, George Peabody College for Teachers, Nashville, Tennessee
 George A. Wagoner, University of Tennessee, Knoxville
 Gladys Peek, Louisiana State Department of Education, Baton Rouge

9:15-10:30 Group 3—Using Special Techniques to Help the Slow Learner in Business Teaching

Chairman—Harry Huffman, Virginia Polytechnic Institute, Blacksburg
Consultant—Myron A. Cunningham, University of Florida, Gainesville
Principal Discussants:
 Ray C. Fields, Deland, Florida
 Genevieve M. Butcher, Glenville State College, Glenville, West Virginia
 John L. Lambert, Richmond Professional Institute, Richmond, Virginia

9:15-10:30 Group 4—Using Guidance and Evaluation Techniques in Business Teaching

Chairman—Harold B. Gilbreth, Winthrop College, Rock Hill, South Carolina
Consultant—Frank Dame, Florida State University, Tallahassee

Principal Discussants:

Catherine Moak Furr, High School, Pieayune, Mississippi
 Bessie Hiers, Lake City High School, Lake City, Florida
 Lucy Robinson, Peabody Laboratory School, Georgia State College for Women, Milledgeville
 William P. Warren, Candler High School, Candler, North Carolina
 Maxie Lee Work, University High School, University of Mississippi, University

9:15-10:30 Group 5—Using the Business Teacher Education Institution To Help the In-Service Teacher

Chairman—Arthur L. Walker, State Department of Education, Richmond, Virginia
Consultant—Vance Littlejohn, Woman's College, University of North Carolina, Greensboro
Principal Discussants:
 Edna Bailey, Georgia Training School for Boys, Milledgeville
 Charles E. Davis, Superintendent of Schools, Henrico County, Richmond, Virginia
 Walter Williams—Florida State Department of Education, Tallahassee

10:45-11:45 General Session—Ball Room

Presiding—Gladys Johnson, First Vice-President, SBEA, Little Rock, Arkansas
Consultant—E. C. McGill, UBEA President
Topic—UBEA Serves the Profession
Panel Members:
 Frank Dame, Florida State University, Tallahassee
 "The UBEA Publications Serve the Members"
 Theodore Woodward, George Peabody College for Teachers, Nashville, Tennessee
 "Values of Official Representation in Washington"
 Hollis Guy, UBEA Executive Director
 "The Centennial Action Program"

11:45-12:00 Business Session—Ball Room

Presiding—Vernon A. Musselman, President, SBEA
Legislative Action
Division and Section Secretaries Report
Final drawing of prizes (must be present to win a prize). Adjournment

LOCAL COMMITTEE CHAIRMEN

Tod O. Dravis, Co-Chairman	Hospitality and Tours
John Hudson, Co-Chairman	Louise Wilder
Boca Ciega High School	High School
Gulfport, Florida	St. Petersburg, Florida
Breakfasts and Luncheons	Prizes
Hallie Blair	Dan Phillips
Junior College	Boca Ciega High School
St. Petersburg, Florida	Gulfport, Florida
Equipment and Signs	Publicity
Joe Anthony	Tony Tulumaris
Boca Ciega High School	Clearwater High School
Gulfport, Florida	Clearwater, Florida
Exhibits	Registration
George Clinebell	Berniece Overholtz
Northeast High School	Northeast High School
St. Petersburg, Florida	St. Petersburg, Florida
Fellowship Dinner	Tea and Reception
Amber Turner	Della Rosenberg
Clearwater High School	Starke High School
Clearwater, Florida	Starke, Florida
Florida Open House	Tickets and Programs
Maudie Cook	Martha Carlton
Coral Gables High School	Boca Ciega High School
Coral Gables, Florida	Gulfport, Florida

SBEA PERSONNEL

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Gladys E. Johnson, 1st Vice-President	Bartow, Florida
Central High School	Edna Bailey, Representative
Little Rock, Arkansas	Ga. Training School, Milledgeville
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Florence (Ala.) State Teachers College	Cleveland, Mississippi
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Hulda Erath, Editor	Raleigh, North Carolina
Southwestern Louisiana Institute	Eleanor Patrick, Representative
Lafayette, Louisiana	Chester High School
Ernestine Melton, Membership	Chester, South Carolina
Adult Education School	George Wagoner, Representative
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Lucille Branscomb, Representative	Knoxville, Tennessee
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Jacksonville, Alabama	Virginia Polytechnic Institute
Mildred Brading, Representative	Blacksburg, Virginia
Central High School	Reed Davis, Representative
Little Rock, Arkansas	West Virginia Inst. of Technology
	Montgomery, West Virginia

The Future Business Leader

For Sponsors and Advisers
of FBLA Chapters

Report of 1955 FBLA National Convention

From the time registration opened at the 1955 FBLA National Convention in Chicago until the final session closed, more than 600 state delegates, chapter representatives, and sponsors participated in a full program of activities. The group was welcomed to Chicago by the Mayor, the Honorable Richard J. Daley. Mayor Daley was so deeply inspired by the purposes of FBLA that he extended his formal welcome into an address which will never be forgotten by the FBLAers.

Sightseeing tours, visits to exhibits and to the complimentary Nehi-Royal Crown Cola bar, informal sessions, and interviews filled each minute between convention sessions. Reports by state chapter presidents and nomination speeches for national officers were interspersed throughout the formal sessions.

Bernard Shub of Merriam, Kansas, national president, presided at the sessions. The special meeting for state delegates and national officers brought together some of the most outstanding young adults in America.

Awards Banquet

The awards banquet which was held in the Terrace Casino at the Morrison Hotel was the highlight of the convention. Dwayne Orton, editor of *Think* magazine, was the guest speaker. His address, "American Know-Why," brought a standing ovation and long applause from the group.

Russell Cansler of Northwestern University and chairman of the convention judging committee, presented plaques and certificates to the winners of the three major events—activities reports, unique projects, and exhibits. R. L. Ruppel, E. C. McGill, Gladys Peck, and Hollis Guy, all members of the FBLA Board of Trustees, made appropriate presentations to the winners in the remaining six events.

The Hamden L. Forkner Award—the most coveted honor in FBLA—was won by the Natchitoches (La.) High School Chapter, with the Culver City (Calif.) High School Chapter in second place. Both chapters scored high in (1) number of local projects which carried out the purposes of FBLA, (2) organizational structure, (3) presentation of annual report, and (4) business-like records in dealing with both the state chapter and the national FBLA organization.

In the Spelling and Vocabulary Relays, the Middle West took the honors with the Kansas State Chapter team winning

the Spelling Relay and the Iowa State Chapter team declared winners in the Vocabulary Relay. The Virginia State Chapter team won second place in the Spelling Relay and the Georgia State Chapter team placed second in the Vocabulary Relay.

Members of the Kansas State Chapter's Spelling Team were Carole Mills of Merriam, Carol Jean Leichter of Nickerson, and James Kinderknecht of St. Marys. Members of the spelling team from Virginia were Leta Mae Gum of Winchester, Emily Lindsey of Christiansburg, and Pat Mills of Culpeper.

Cornelia Collins and Jane Ballenger of West Georgia College were members of the vocabulary team which placed second. LaVonne Mohr, Norma McEachran, and Lee Pedelty of Iowa State Teachers College were the first-place winners.

In the Most Unique Project Event for college chapters, Tennessee Wesleyan College and East Carolina College won first and second place respectively. In the high school division, the first place winner was Lincoln High School, Wisconsin Rapids, Wis. Waynesboro (Va.) High School and Warren (Pa.) High School placed second and third.

Georgia and Louisiana contestants tied for the title of "Miss Future Business Leader of 1955." Texas entered the winner of the "Mr. Future Business Leader of 1955" title. The Georgia State Chapter claimed the winner of the "Miss Future Business Executive of 1955" title in the college division while the Virginia State Chapter's entry in the "Mr. Future Business Executive of 1955" contest received the title in the same division. Each of the five winners received gold FBLA keys and portable typewriters donated by the Underwood Corporation, Remington Rand Incorporated, Royal Typewriter Company, South-Western Publishing Company, and the Gregg Publishing Division of McGraw-Hill Book Company. Photographs of the winners accompany this release.

Leonard Wrenn of Pennsylvania and Deane Baughman of Virginia tied for second place in the Mr. Future Business

BUSINESS SESSION . . . Delegates from state chapters and representatives of local chapters demonstrate (below, left) leadership qualities in the business sessions of the convention. Right: Lyle Bufkin of Louisiana and Marlene Mathisrud of California, representatives of the chapters presenting the best annual report, are congratulated by Hollis Guy, FBLA's executive director.





FIRST PLACE . . . Warren Betts and Jane Ballenger (left photograph) are the "Mr. and Miss Future Business Executives of 1955." The executives contest is for members of college chapters.



. . . Charlotte Reeves (left) and Barbara Watts tied for the title of "Miss Future Business Leader of 1955." Weldon Humphries is "Mr. Future Business Leader of 1955."

Leader contest. Otis Miles Pollard of Louisiana received honorable mention. Nancy Stiver of Pennsylvania placed second in the Miss Future Business Leader contest while Sylvia Sullivan of Texas received honorable mention. Janet Batker of Wisconsin and Norma McEachron of Iowa placed second and third in the Miss Future Business Executive contest.

Other awards were presented as follows:

Largest chapter membership—Warren (Pa.) High School, first; Bartlett High School, Webster, Mass., second; and Franklin High School, Reisterstown, Md., third in Eastern Region. Istrouma High School, Baton Rouge, La., first; Sulphur (La.) High School, second; and Metairie (New Orleans, La.) High School, third in Southern Region. Proviso Township High School, Maywood, Ill., first; Centralia (Ill.) High School, second; and Tomah (Wisc.) High School, third in Central Region. Technical High School, Fort Worth, Texas, first; North Texas State College, Denton, second; and Laramie (Wyo.) High School, third in Mountain-Plains Region. Fullerton (Calif.) Junior College, first; Oxnard (Calif.) Union High School, second; and Anaheim (Calif.) third in Western Region.

Local chapters installing the largest number of new chapters—Collingdale (Pa.) High School, East Carolina College, Clay-Genoa (Ohio) High School, North Texas State College, and Fullerton (Calif.) Junior College received first place in their respective regions. Collingdale High School was awarded the traveling plaque for having installed the largest number of new chapters.

Largest number of new chapters organized within a state chapter—California State Chapter, first; Virginia State Chapter, second; and Pennsylvania State Chapter, third.

Largest chapter attendance at the convention—Clinton (La.) High School, first; and Hill City (Kans.) High School, second. Louisiana State Chapter and Ohio State Chapter placed first and second respectively in largest number of chapter representatives from the state registered at the national convention.

Local chapter exhibits—Eagle Grove (Iowa) High School, first; Franklin High School, Reisterstown, Md., second; and Waukesha (Wisc.) High School, third.

State exhibits—Louisiana State Chapter, first; Virginia State Chapter, second; and Georgia State Chapter, third.

Thirty-four chapters were designated as "gold-seal chapters" and were presented certificates. The certificates were awarded

by the United Business Education Association to local chapters with outstanding programs which contributed to better education for business. The certificates were presented to representatives of the following chapters: Culver City (Calif.) Senior High School; Louisville (Colo.) High School; Centennial High School (Pueblo, Colo.); Hardee County High School (Waucho, Fla.); West Georgia College, Carrollton, Ga.; Marietta (Ga.) High School; Lawrence Central High School, Indianapolis, Ind.; Lincoln High School, Vinton, Iowa; Shawnee Mission High School, Merriam, Kans.; Theodore Ahrens Trade High School, Louisville, Ky.; Clinton (La.) High School; Lafayette (La.) High School; Franklin High School, Reisterstown, Md.; Northeast Mississippi Junior College, Booneville; Mountain Grove (Mo.) High School; Wilbur Watts High School, Burlington, N. J.; Merchantsville (N. J.) High School; Clay-Genoa High School, Genoa, Ohio; Terrace Park (Ohio) High School; Lake Oswego (Oreg.) High School; Collingdale (Pa.) High School; Warren (Pa.) High School; Columbia (S. C.) High School; Greenville (S. C.) High School; Taylors (S. C.) High School; Breckenridge (Texas) High School; Navarro Junior College, Corsicana, Texas; North Texas State College, Denton; Christiansburg (Va.) High School; Culpeper (Va.) High School; Martinsville (Va.) High School; Shawano (Wisc.) High School; and Lincoln High School, Wisconsin Rapids, Wisc.

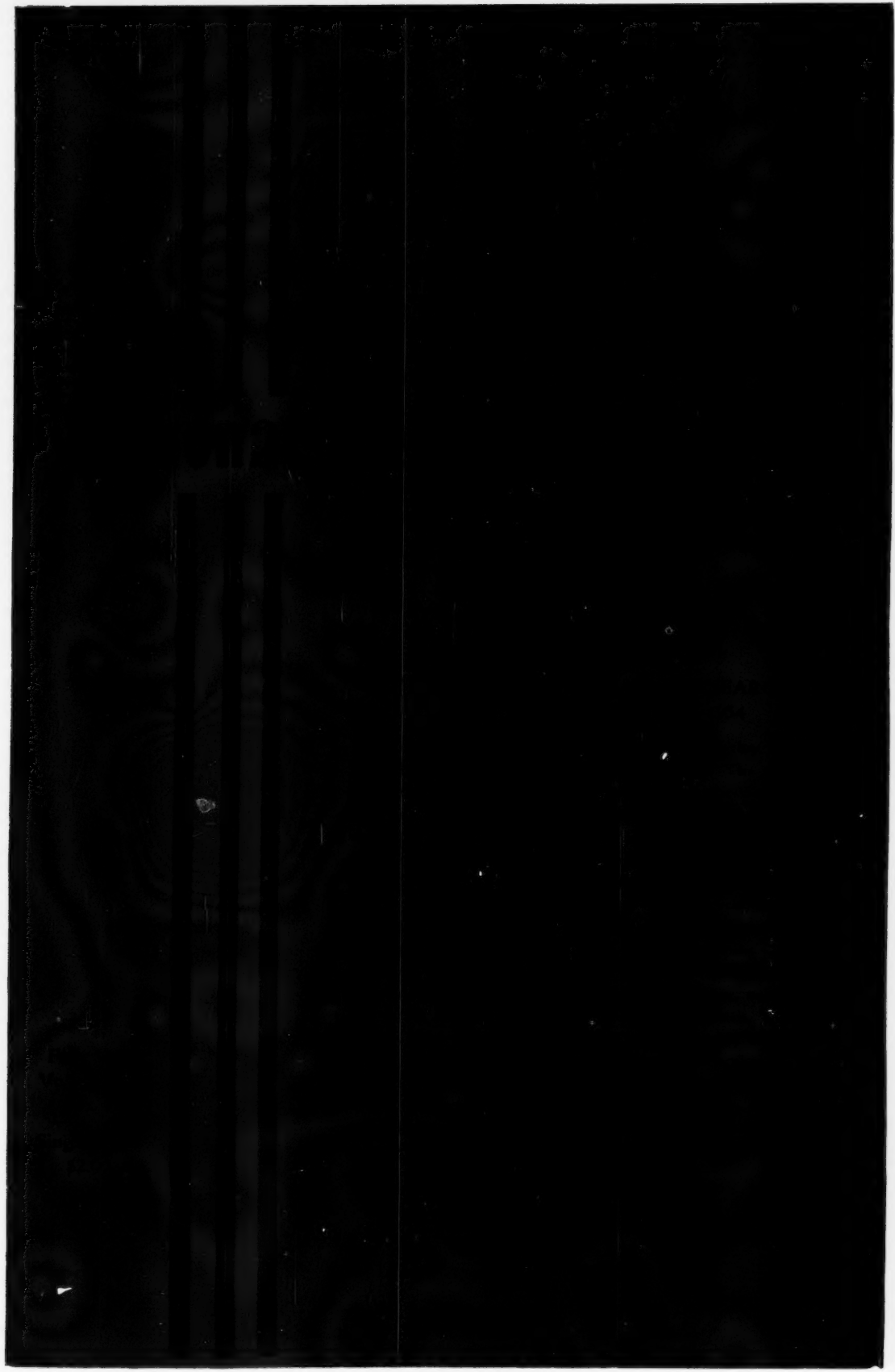
Three discussion groups were held on the afternoon of the opening day. A number of persons participated as panel members and the discussions were opened to delegates and representatives who wished to participate. Another opportunity was given for group participation in the meetings of the high school division and college division.

At the final session of the convention, the new IBM motion picture, "The Right Touch," was shown to the group.

Some critical problems challenged the delegates in the business session. Through democratic actions, each problem was solved to the satisfaction of the majority present.

An impressive installation ceremony followed the election of national officers. Each of the retiring officers received a gold FBLA key which was presented by the Executive Director, Mr. Hollis Guy.

The 1956 Convention will be held in Washington, D. C., with the new president, Sharon Holland, presiding.



The Fall 1955 Issue of *The National Business Education Quarterly* is a cooperative service of the Divisions of the United Business Education Association (NEA) and Delta Pi Epsilon. The subscription rate of \$2.50 above \$5.00 basic service includes membership in the four UBEA Professional Divisions (insti-

tutions excepted). Many back issues of the *Quarterly* are available at the single copy rate. Write to the United Business Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C., for information concerning the *Quarterly*.



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